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ABSTRACT

Three Florida counties (Broward, Orange, and Pinellas) formed a consortium for demonstrating the most effective methods and techniques in career education at the secondary level. A career education model was developed which was designed to provide (1) career awareness and exploration experiences for all students, 9-12; (2) alternative salable skills-oriented programs for probable dropouts, 9-12; (3) salable skills experiences for all students, 11-12; (4) guidance and counseling concurrent with instruction and skill development for all students, 9-12; (5) avenues for utilization at all levels of the material and human resources of the school and community; and (6) placement and follow-up services for all school graduates and leavers, 9-12. Several dissemination activities were conducted. Evaluation efforts focused upon student and demonstration/replication product and process objectives. Through a system of testing, student achievement was measured by instruments developed through Florida EPIC (Education Progress in Careers) Project. These instruments focused upon knowledge of the economic system, worker titles, job requirements and functions, career planning, considering careers, acquiring and maintaining a job, inventory of work skills, and attitudes toward school and careers. Student product information was also gathered through questionnaires and other instruments. (Evaluation results are reported for each of the three demonstration high schools. A major portion of this document contains appended materials, including lists of all objectives; descriptions of related projects, courses, and activities conducted at the demonstration schools; and publicity and conference materials.) (BM)

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FLORIDA CAREER EDUCATION DEMONSTRATION CONSORTIUM

Broward
Orange
Pinellas

Demonstration Senior High Schools

A Career Education Demonstration and Replication Effort

Project No. 554AH60349
Grant No. (Contract No.) 300760277

June, 1977

CE 019 269

Ralph D. Turlington, Commissioner
State of Florida Department of Education
Tallahassee, Florida

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

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OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income): AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/NEGRO (3)	CAUCASIAN/WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	OF THE TOTAL (column (6)) NUMBER WHO ARE: HANDI-CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	OF THE TOTAL (column (6)) NUMBER WHO ARE: MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)	36	300	2,700	5,364	600	9,000	450	450	2,700	4,500	4,500
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	36	300	2,700	5,364	600	9,000	450	450	2,700	4,500	4,500
EDUCATIONAL PERSONNEL											
TEACHERS	3	3	63	333	18	420				252	168
COUNSELORS	1	1	6	8	1	17				9	8
ADMINISTRATORS	1 -	1	1	6	1	10				7	3
MEMBERS OF THE BUSINESS/LABOR/INDUSTRY COMMUNITY	5	1,050	1,050	99,261	3,036	105,000					
PARENTS	72	600	5,400	10,728	1,200	18,000					
~~OTHER (specify)~~ SUB TOTAL:......	..82	1,655	6,520	110,336	4,256	123,867					
TOTAL	118	1,955	9,220	115,700	4,856	132,867					

OE FORM 467, 2/76

CAREER EDUCATION PROGRAM
PROJECT PERFORMANCE REPORTS

FORM APPROVED
OMB NO. 51-R1187

1. PROJECT NUMBER 554AH60349	2. GRANT NUMBER 300760277	3. NATURE OF REPORT ☐ SEMI-ANNUAL ☒ FINAL

4. PROJECT TITLE
"Demonstration Senior High Schools: A Career Education Demonstration and Replication Effort"

5. PERIOD COVERED BY THIS REPORT
FROM (month, day, year) 7/1/76 --
TO (month, day, year) 6/30/77

6. CATEGORY OF PROJECT *(as specified in 45 CFR 160d.5 and 160d.11)*

☐ INCREMENTAL ☒ SETTINGS ☐ POPULATIONS ☐ TRAINING ☐ COMMUNICATIONS ☐ STATE PLAN

7. NAME OF PROJECT DIRECTOR
Ralph D. Turlington

8. NAME AND ADDRESS OF GRANTEE/ASSISTANCE CONTRACTOR INSTITUTION
Dr. Margaret E. Ferqueron
Florida Department of Education - Career Education
Tallahassee, FLA 32304

TELEPHONE
AREA CODE 904
NUMBER 488-3860

ABSTRACT

In 1975, three Florida counties - Broward, Orange, and Pinellas - submitted a proposal to the U. S. Office of Education to form a consortium for demonstrating the most effective methods and techniques in career education at the senior high school. Funding was awarded for a one-year period to establish demonstration centers at senior high schools in each of the counties. Such centers were established at Hallandale High School in Broward County (Fort Lauderdale), Evans Senior High School in Orange County (Orlando), and Dunedin Senior High School in Pinellas County (Clearwater). Throughout the 1975-76 school year, effort was directed to:

1. Demonstrating, at once, career education components already operable in the respective centers.
2. Drawing to those centers needed components operable in:
    a. Other schools in the district.
    b. Other districts in the consortium.
    c. Other districts in the state and nation.
3. Expanding operable components to the point that a comprehensive program of career education for the high school level was demonstrable in all centers.

In 1976, the consortium sought and was awarded funding for an additional year. Throughout the 1976-77 school year, effort was directed to:

1. Continuing to demonstrate career education components by:
    a. Maintaining the demonstration centers previously

established in each of the three districts.

    b. Planning and conducting a mini-conference.

2. Continuing to draw to the demonstration centers needed components operable in:
    - a. Other schools in the district.
    - b. Other districts in the consortium.
    - c. Other districts in the state and nation.
3. Continuing to expand operable components to the point that a comprehensive program of career education for the high school level is demonstrable in all centers.
4. Providing replication opportunities for each of the components to:
    - a. Interested schools in the consortium districts.
    - b. Interested districts in the state and nation.

Throughout, career education experiences which were appropriate for high school students of varying ability and achievement levels and socioeconomic and ethnic backgrounds were provided.

Because of the scope of the career education effort in each of the counties, consortium visitors had the opportunity to view not only the models for career education at the high school level but operable comprehensive models for career education at the elementary and middle/junior high school levels as well.

The numbers and types of students and educational personnel involved in the project are summarized in Figure 1: Career Education Program Participant Summary. The activities in which they were involved was based upon an operational model which was developed by the Broward County Career Education Project (See

FIGURE 1 - CAREER EDUCATION PARTICIPANT SUMMARY

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CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

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NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

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NUMBER OF PARTICIPANTS (See NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI-CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)	1	13	1376	6240	7[illegible]	7700	75	177	1273	3795	4905
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL											
EDUCATIONAL PERSONNEL							▨	▨	▨		
TEACHERS			42	289	1	332	▨	▨	▨	166	165
COUNSELORS			4	14		18	▨	▨	▨	9	9
ADMINISTRATORS			4	15		19	▨	▨	▨	12	8
MEMBERS OF THE BUSINESS/ LABOR/ INDUSTRY COMMUNITY			2	12		1626	▨	▨	▨	▨	▨
PARENTS							▨	▨	▨	▨	▨
OTHER (specify) Visitors, Consultants, Steering Committee, Project Staff			2	28		30	▨	▨	▨	▨	▨
TOTAL	1	13	1430	6598	71	8099	▨	▨	▨	▨	▨

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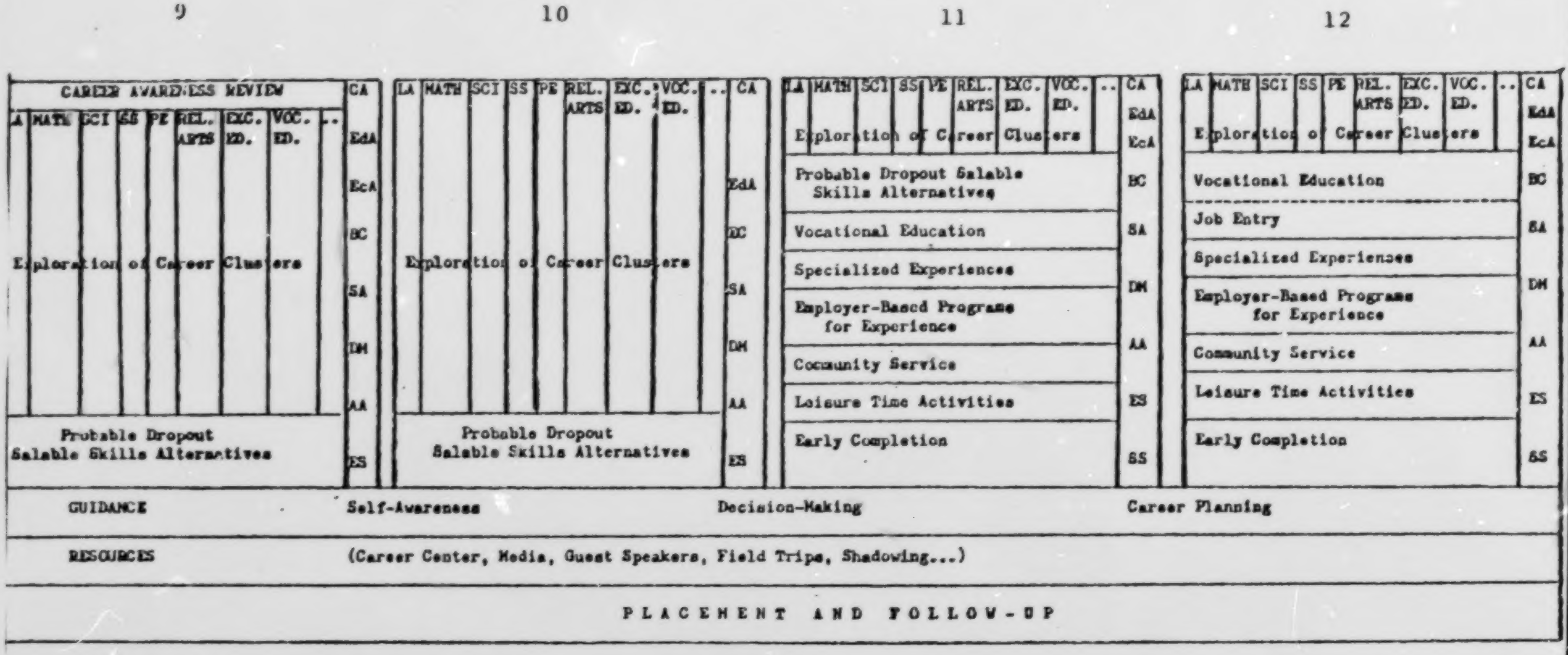
Figure 2). This model incorporates the eight elements developed through the Comprehensive Career Education Model at the Ohio State University, i.e., (Career Awareness, Educational Awareness, Economic Awareness, Beginning Competency (redefined to mean subject area skills), Self-Awareness, Decision-Making, Attitudes and Appreciation, and Employability Skills) and a ninth element, Salable Skills. It is designed to provide:

1. Career awareness and exploration experiences for all students, 9-12.
2. Alternative salable skills-oriented programs for probable dropouts, 9-12.
3. Salable skills experiences for all students, 11-12.
4. Guidance and counseling concurrent with instruction and skill development for all students, 9-12.
5. Avenues for utilization at all levels of the material and human resources of the school and community.
6. Placement and follow-up services for all school graduates and leavers, 9-12.

In the course of the 1976-77 school year, through the cooperative efforts of the demonstration centers, awareness and exploration experiences were expanded to include all subject areas in general, vocational, and exceptional student education; alternative programs for probable dropouts were offered; salable skills programs initiated on a pilot basis in Broward County and adapted and diffused for implementation in Orange County were refined; guidance and counseling services were expanded to include the implementation of the Life Career Development System (L.C.D.S.),

FIGURE 2

HIGH SCHOOL OPERATIONAL MODEL - FLORIDA DEMONSTRATION CAREER EDUCATION CONSORTIUM



9	10	11	12
CAREER AWARENESS REVIEW			
LA | MATH | SCI | SS | PE | REL. ARTS | EXC. ED. | VOC. ED. | ..	LA | MATH | SCI | SS | PE | REL. ARTS | EXC. ED. | VOC. ED. | ..	LA | MATH | SCI | SS | PE | REL. ARTS | EXC. ED. | VOC. ED. | ..	LA | MATH | SCI | SS | PE | REL. ARTS | EXC. ED. | VOC. ED. | ..
Exploration of Career Clusters	Exploration of Career Clusters	Exploration of Career Clusters	Exploration of Career Clusters
Probable Dropout Salable Skills Alternatives	Probable Dropout Salable Skills Alternatives	Probable Dropout Salable Skills Alternatives	Vocational Education
		Vocational Education	Job Entry
		Specialized Experiences	Specialized Experiences
		Employer-Based Programs for Experience	Employer-Based Programs for Experience
		Community Service	Community Service
		Leisure Time Activities	Leisure Time Activities
		Early Completion	Early Completion
CA EdA EcA BC SA DM AA ES	CA EdA BC SA DM AA ES	CA EdA EcA BC SA DM AA ES SS	CA EdA EcA BC SA DM AA ES SS

GUIDANCE Self-Awareness Decision-Making Career Planning

RESOURCES (Career Center, Media, Guest Speakers, Field Trips, Shadowing...)

PLACEMENT AND FOLLOW-UP

CA	- Career Awareness	BC	- Beginning Competency	AA	- Attitudes and Appreciations
EdA	- Educational Awareness	SA	- Self-Awareness	ES	- Employability Skills
EcA	- Economic Awareness	DM	- Decision-Making	SS	- Salable Skills

Jan. 1976

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12

and the development of a peer-counseling program and a nine-weeks course in decision-making; utilization of community resources was enhanced through expansion of opportunities for student shadowing experiences, further implementation of a community based career education (C.B.C.E.) program patterned after the national E.B.C.E. (Experience Based Career Education) models, and expansion of a model centralized resource information system; in accordance with state law and State Board of Education regulations, placement and follow-up services continued to be provided for all school graduates and leavers.

A folder describing the consortium effort, the components of the high school model, and the salable skills and C.B.C.E. programs, and including a tear-out visitors' planning questionnaire was developed and distributed to all persons requesting information about the consortium effort. Visitations were tailored to meet the needs and interests of the visitors and included a slide-tape presentation of the consortium effort, classroom visitations, and follow-up conferences with students and school and district level staff.

A letter announcing continuation of the consortium effort with the added dimension of replication opportunities was distributed to Florida high school principals and career education directors, state coordinators of career education, and others. Replication activities were conducted in local schools, neighboring districts, and a neighboring state.

Evaluation efforts focused upon student and demonstration and replication product and process objectives. Through a system of testing, student achievement was measured by instruments developed through the Florida EPIC (Education Progress in Careers) Project. These instruments focused upon knowledge of the economic system, worker titles, job requirements and functions, career planning, considering careers, acquiring and maintaining a job, inventory of work skills, and attitudes toward school and careers. Student product information was also gathered through questionnaires and other instruments.

A presentation of the consortium efforts was made at the National Commissioner's Conference on Career Education in November, 1976, and a mini-conference for demonstration center staff members was conducted in February, 1977. Key components of the high school model were demonstrated at the national conference, and characteristics of the ideal student product to be produced by the secondary schools served as the focus for the mini-conference.

Sound filmstrip duplicates of the slide-tape program describing the consortium effort were developed and disseminated.

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I. INTRODUCTION

With assistance from federal and state funding since 1971 in Broward, Orange, and Pinellas Counties, concentrated effort has been directed to providing a systematic program of career education, kindergarten through the adult years. While progress at the senior high school level has not equaled that achieved at the elementary and middle/junior high school levels, many of the components of career education have been incorporated into some aspect of the instructional program in approximately thirty-nine high schools across the three counties.

In Broward, the approach has been to involve several high schools and to give each the option of selecting the components with which to work. Eighteen of the twenty high schools in the county have developed and implemented more than one of the components. As components have been developed and tried in one school, they have been shared with the other schools. In Pinellas, the approach has been to work with one school to develop an exemplary model for subsequent diffusion to other schools. In Orange, a combination of the two approaches has been utilized.

As a result of these efforts, many of the components of career education at the high school level have become demonstrable within the individual districts. But, because the efforts seemed to be scattered and diverse, the need for coordination and centralization among the districts to demonstrate operable comprehensive models was recognized. In 1975, the three counties submitted a proposal to the U. S. Office of Education to form a consortium for demonstrating the most effective methods and techniques in career education at the senior high school. Funding was awarded for a one-year period to establish demonstration centers at senior high schools in each of the counties. Such centers were established at Hallandale High School in Broward County, Evans Senior High School in Orange County, and Dunedin Comprehensive Senior High School in Pinellas County. Throughout the 1975-76 school year, effort was directed to:

1. Demonstrating, at once, career education components already operable in the respective centers.
2. Drawing to those centers needed components operable in:
   a. other schools in the district.
   b. other districts in the consortium.
   c. other districts in the state and nation.
3. Expanding operable components to the point that a comprehensive program of career education for the high school level was demonstrable in all centers.

In 1976, the consortium sought and was awarded funding for an additional year. Throughout the 1976-77 school year, effort was directed to:

1. Continuing to demonstrate career education components by:
   a. maintaining the demonstration centers previously established in each of the three districts.
   b. planning and conducting a mini-conference.
2. Continuing to draw to the demonstration centers needed

components operable in:

   a. other schools in the district.
   b. other districts in the consortium.
   c. other districts in the state and nation.

3. Continuing to expand operable components to the point that a comprehensive program of career education for the high school level is demonstrable in all centers.
4. Providing replication opportunities for each of the components to:
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   b. interested districts in the state and nation.

Throughout, career education experiences which were appropriate for high school students of varying ability and achievement levels and socioeconomic and ethnic backgrounds were provided.

Because of the scope of the career education effort in each of the counties, consortium visitors had the opportunity to view not only the models for career education at the high school level but operable comprehensive models for career education at the elementary and middle/junior high school levels as well.

The numbers and types of students and educational personnel involved in the project are summarized in Figure 1: Career Education Program Participant Summary. The activities in which they were involved are summarized in the subsequent pages of this report.

II. MAJOR ACTIVITIES

Major activities conducted by the Consortium were directed to achievement of the student and demonstration and replication product and process objectives set forth in the proposal (See Appendix A for a copy of the objectives.). They are summarized by category in the ensuing pages.

A. STUDENT PRODUCT OBJECTIVES

Activities related to the student product objectives are reported in Section III: EVALUATION.

B. STUDENT PROCESS OBJECTIVES

OBJECTIVE 1: At all levels, 9-12,* students will be provided opportunities for career exploration through all subject areas in general, vocational, and exceptional student education.

BROWARD COUNTY

Opportunities for career exploration were provided in the classroom at each level, 9-12, through the fusion of activities related to each of the career elements with regular curricular activities in each of the following:

SUBJECT AREA	COURSES
Art	Design/Drawing Ceramics/Sculpture Advanced Drawing Commercial Art I
Business Education	Typing I, II Shorthand I Bookkeeping I Vocational Office Education, Clerical

---

*For Orange County's demonstration center, which comprises levels 10-12, student process objectives 1, 2, 4, 5 and 6 pertain to levels 10-12.

SUBJECT AREA	COURSES
Distributive Education	Fashion Merchandising
Diversified Cooperative Training	D.C.T. Related/On-the-Job
Foreign Language	French I-IV
	Spanish I-IV
Health Occupations	Health Service Aide
Home Economics	Food and Nutrition/Specialty Foods
	Fundamentals of Food Service Occupations
	Clothing and Textiles/Specialty Sewing
	Fundamentals of Clothing Occupations
	Child Development/Human Relations
	Family Living
	Exploration of Clothing and Food Service Occupations
Industrial Arts	Industrial Materials and Processes I, II
	Drafting I
	Architectural Drawing II
Language Arts - English	Comprehensive English, 9-10
	Developmental Reading
	Communications Skills
	Journalism
	American Literature
	College Review English
Mathematics	Fundamentals of Arithmetic I, II
	Consumer Mathematics
	Career Mathematics
	General Math I, II
	Pre-Algebra
	Algebra II
	Math 5
	College Review Mathematics
Music	Band
	Chorus
Physical Education	Physical Education, 9-12
Science	Astronomy/Paleontology
	Biology I
	Practical General Science
	Biology IA (BSCS)
	Biology IB (Practical)
	Anatomy and Physiology
	Chemistry I
	Laboratory Aide

SUBJECT AREA	COURSES
Science, cont.	Oceanography/Marine Biology Health/First Aid Marine Biology II Physics
Social Studies	World Geography World History Consumer Economics American History Psychology Modern European History
Senior High Resource Program	Occupational English Occupational Mathematics Life Science Occupational Science
Work Experience	Work Experience Related/On-the-Job/Employability Skills

Exemplary activities drawn from bimonthly progress reports submitted by teachers in each of the subject areas are listed below.

Art

Assignments related to advertising and package design.

Development of salable products for spring art sale.

Business Education

Such career-related classroom activities as calculating, mimeographing, typing, machine transcription, preparation of payroll, maintaining worksheets, adjusting and closing entries, and developing special projects involving clerical skills.

Future Business Leaders of America chapter activities -- typing and duplicating materials for faculty, sponsoring a business and vocational open house, attending local Chamber of Commerce breakfasts, and preparing projects for district and state competition -- a special proclamation was given to the chapter by the Hallandale City Commission, designating the week of February 6-12, 1977, as "Future Business Leaders of America Week."

Field trips, shadowing, guest speakers.

Distributive Education

Classroom activities related to careers in sales, advertising, and the fashion industry; the steps involved in starting a business; merchandising math; and employability skills.

Field trips and guest speakers.

Foreign Language

Dialogues and skits involving vocabulary related to such occupations as clerk, gas station attendants, nurse, doctor, salesman, and food service workers.

Field trips and guest speakers.

Home Economics

Student reports on selected occupations of interest.

Activities related to life insurance and money management.

Planning for a simulated wedding.

Study of careers related to food production, processing, and preparation; seafood harvesting and preparation; baking and cake decorating.

Films, field trips, and guest speakers.

Language Arts - English

Activities related to employability skills -- e.g., résumé, letter of application, interviews.

Career-related reading and research in biography.

Language Arts - English, cont.

Role-playing of varied occupations.

Investigation of careers related to drama.

Preparation of speeches related to careers.

Test-taking skills.

Career notebooks.

Research papers related to careers.

Individual reading and listening programs related to preparation for work, money, legal rights, finding a job, decision-making, self-concept and work, and consumerism.

Mathematics

Preparation of long-form income tax returns.

Role-playing waiter/waitress, computing check plus tax and gratuities.

Introduction to business and occupations related to distribution.

Development of computer programs.

Activities related to purchase of automobile and housing.

Procedures involved in setting up and checking payroll and payroll deductions.

Guest speakers.

Physical Education

Exploration of such occupations as coaching, officiating, teaching, managing equipment, scorekeeping, timing, and judging.

Guest speakers.

Science

Films, oral reports, and projects.

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Science, cont.

Field trips, shadowing, and guest speakers.

Seven hundred students shadowed workers at one or more employer sites in the community to gather information needed for development of a career or science fair project. Career projects were exhibited by the students at neighboring elementary and middle schools; creators of the projects explained the nature of their projects and related occupational information to the younger students (See Appendix B for a full description of the career-science fair project.).

The Marine Biology II class was scheduled to permit students to have extensive field experiences one afternoon a week. Students visited such community sites as Ocean World, shell shops, and the beach to learn firsthand about varying types of marine life and related careers. Through a variety of sailing experiences, students learned navigational equipment and techniques.

Senior High Resource Program

(This program serves students classified as Educable Mentally Handicapped.)

Films and class discussions related to such topics as English on the job, vocational decision-making, jobs and their environment, and careers related to the food industry, the building trades, and health.

Classroom activities related to banking services; figuring net pay, sales tax, and income tax; reading and analyzing want ads; reading and using the telephone white and yellow pages;

filling out applications; and taking telephone messages.

Social Studies

Employability skills activities related to acquiring information about self to be utilized in value-clarification and career decision-making; acquiring information about occupations and the world of work and locating potential employers; making career decisions; establishing and maintaining good interpersonal relations with superiors (teachers) and co-workers (peers); demonstrating effective work habits; and demonstrating appropriate social behaviors.

ORANGE COUNTY

Staff development sessions for thirty-five subject area teachers were conducted. These inservice programs provided activities directed to an orientation to career education, classroom implementation of selected guidance strategies, utilization alternatives for available career education curriculum materials, and a time for planning with assistance provided by project staff members. Approximately 90% of the 117 demonstration center faculty representing all subject areas in general, vocational and exceptional student education has participated in this type of staff development.

A system for providing continuous teacher contact and reporting follow-up has been developed and implemented. This system is coordinated by the Assistant Principal for Instruction.

Available career education curriculum materials have been recatalogued to provide greater and easier accessibility for classroom teachers.

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The Office of Career Education staff has had an opportunity to provide input into the development of courses which are offered under a quinmester plan implemented in September, 1976. As a result, a number of career-oriented courses, some of which are exploratory in nature while others are more directed to the development of salable skills, are presently being offered. These courses include such offerings in art as cinema, fashion design, interior design, advertising designer, calligraphy, cartooning, creative photography, graphics, architecture and enameling; such offerings in math as introduction to data processing, math for business careers, math for careers, and computer math; such offerings in language arts and drama as set construction, production fundamentals, radio-TV announcing, newspaper production and occupational writing; and such general offerings as occupations and the educational process, occupational orientation, and vocational competence.

As a part of a career education plan developed by a team of Evans High School personnel, an extensive study of career clusters has been incorporated into all communication classes thereby reaching the vast majority of tenth grade students.

During the 1976-77 school year, each student at Evans received on an average of 3.18 career education activities.

PINELLAS COUNTY

During the project year a total of ninety-six faculty members at the demonstration center has had an orientation to guidance strategies that can be used in teaching, available career education resources, and alternative curriculum approaches.

A project task force representing all major academic areas and several vocational areas was formed at this senior high demonstration site. Regular meetings are held with the task force to further extend project impact and involvement with teachers. Opportunities for career exploration, grades 9-12, have become an integral part of the curriculum in the following areas:

SUBJECT	COURSE
English	Humanities I Communications I Public Speaking I and II Developmental Reading Communications Techniques
Math	General Math I and II Geometry Algebra I
Science	Biology I
Social Studies	Consumer Economics Psychology I
Art	Art I and II
Foreign Language	Spanish I and II Conversational Greek
Home Economics	Food and Nutrition Child Development
Business Education	Data Processing Accounting Principles I and II Business Math Typing I and II

Project task force members rotate the responsibility of acting as demonstration teachers for visitors. An effort has been made to allow a one to one ratio between visitors and teachers.

Each department represented on the task force has been developing a media presentation demonstrating implementation techniques and strategies relating to this component. To date presentations have been completed in English, Science, Social Studies, Business Education, and Home Economics. Other departments will complete similar efforts in the fall of 1977.

A staff seminar approach has been utilized in conducting the monthly meetings with the demonstration task force teachers. An emphasis upon economic and consumer education concepts, as they relate to career education and the general curriculum, has been made. Business and community leaders, university people, and the director of the Florida Council on Economic Education have been working with this group to strengthen their understanding of the above concepts.

OBJECTIVE 2: At levels 9-12, students identified as probable dropouts will have the opportunity to participate in alternative programs designed to acquaint them with career opportunities, to upgrade their basic skills, to teach them employability skills, and to enable them to obtain a salable skill through on-the-job training.

BROWARD COUNTY

Some of the students identified as probable dropouts were scheduled into the Work Experience Program, a vocational program designed for disadvantaged potential dropouts. The program offers instruction in employability skills, tutorial assistance in reading and math, and on-the-job experience for pay.

Other students identified as probable dropouts were counseled on an individual basis and scheduled into appropriate school or neighboring adult center programs.

As described in the report for objective 4, a course related to the Life Career Development System and a peer-counseling project were initiated as potential answers to some of the needs of the probable dropout.

ORANGE COUNTY

A proposal to extend the existing program for probable dropouts with remedial reading problems to grades 11 and 12 and provide a prescriptive reading program for all remedial probable dropouts was developed and presented to appropriate district and school administrators. As a result, these two programs were operationalized second semester, 1976.

Plans have been developed to implement a system for identifying and counseling the probable dropout with this fall as the target date for full implementation. Those students identified will be given a more concentrated emphasis of career education treatment including individual and small groups counseling and possible entry into a program more suited to the individual needs.

A system for retrieving and referring actual dropouts from selected high schools, including the demonstration center was implemented with a person reassigned on a half-time basis to coordinate these activities. This person worked in conjunction with identified school-based personnel in contacting, counseling and placing the actual dropout in either an educational training or job situation.

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PINELLAS COUNTY

Identification of potential dropouts, grades 9-11, a continual process, is completed on the basis of reading and math scores, a school attitude survey, and student records. Members of the guidance department provide the needed counseling emphasis with these students, directing them toward classes that better meet their needs. A full range of school alternatives is reviewed, including vocational work experience programs. Teachers and counselors work together to provide opportunities for basic skill reinforcement. The students' strengths are continually emphasized by accenting success rather than failure.

> OBJECTIVE 3: At levels 11-12, students will be provided alternatives for the acquisition of a salable skill. These alternatives will include courses in general, vocational, or exceptional student education and actual employment experience.

BROWARD COUNTY

Opportunities for student acquisition of a salable skill were expanded at Hallandale High School with the addition of such vocational education programs as Distributive Education, Health Service Aide, and Vocational Office Education.

Follow-up with students who in 1975-76 initially selected a salable skill to acquire by time of graduation was postponed until necessary revisions in the total salable skills program could be made.

Such necessary revisions were undertaken at the direction of the district coordinator of career education; they involved the addition of one district-level staff member to interview ten to fifteen incumbent workers for each of the non-vocational salable skills titles listed in the original program (See Appendix C for a catalog of the original salable skills titles.). Interviews were begun in December, 1976, and continued through June, 1977. They were directed at verifying the titles listed in the program and the corresponding competencies to be required for certification. By the end of June, more than 300 workers had been interviewed and approximately half of the non-vocational titles had been refined. It was determined that a randomly selected sample of the students would be followed up -- thirty who had selected vocational salable skills titles and thirty who had selected non-vocational salable skills titles. Interviewing efforts, beginning in August, 1977, were then focused exclusively on those titles. V-TECS (Vocational-Technical Consortium of States, formulated to develop catalogs of performance objectives, tasks, and criterion referenced measures for major duties and tasks related to occupational areas treated by vocational education programs) catalogues are being utilized to refine the vocational salable skills titles and competencies. District-level curriculum supervisors, high school teachers, and representatives of the business/labor/industry/professional/ government community will refine course and work experience requirements based upon the results of interviews and information contained in the V-TECS catalogues. Follow-up interviews with the students will be conducted by the school guidance staff, and students' schedules will be adjusted according to the refined titles, competencies, and course requirements. Students will be allowed to select another salable skill if they have changed their minds since the initial registration.

ORANGE COUNTY

The sub-component, specialized experiences, is in the process of being expanded to include the opportunity for all students to gain a salable skill by completing a competency-based course of study. During the spring of 1976, a visitation to the Broward County Project was conducted, and initial exploratory discussions were held with selected district, school, and project level personnel. The anticipated date for full implementation is September, 1977, with student testing, orientation and scheduling to be conducted in April of this school year. Primary consideration in the endeavor is being given to dovetailing the specialized experience system with a quinmester plan.

During the summer of 1976, a writing team of teachers representing a majority of subject areas in general, vocational and exceptional child education was locally funded to begin the development of the salable skills program. As a result of this effort, approximately fifty salable skill titles were identified, and developed, including identification and verification of competencies, and identification of the necessary courses (quins) required to meet the stated competencies.

Due to the high level of enthusiasm and acceptance by district and school-level personnel for the salable skills concept, local funds were made available to hire a person to coordinate the development of the salable skills program. This person was selected during the fall and has been actively and directly involved in the actual formulation of the total salable skills program. Under her direction, teachers have been developing additional salable skill titles which are then examined for accuracy by respective department chairpersons. In addition, a team comprised of selected district and school level personnel has been formed and charged with the responsibility of reviewing and finalizing all developed salable skill titles. It is anticipated that approximately 125 salable skill titles will have been developed, verified, reviewed and finalized by April, 1977. These titles will then be catalogued according to occupational clusters and made available by May, 1977, to involved personnel in both the demonstration center and its three feeder junior high schools.

A 1977 summer writing team again supported through local funds, developed an additional 90 salable skill titles. These will be reviewed and finalized by March, 1978, for inclusion into the 1977-78 edition of the salable skills catalog's. A sample salable skills title is provided as Appendix D.

As a combined result of the activities described above all incoming tenth graders for the demonstration center had an opportunity to enroll in the necessary courses to meet the requirements for at least one salable skill. (See the section on guidance and counseling for a description of activities directed at preparing senior high students for intelligently choosing a salable skill). As a result approximately 200 tenth graders will be enrolled in the salable skills program in 1977-78.

Perhaps one of the more significant accomplishments during the 1975-76 school year was the planning and implementation of an employer-based program (entitled community-based career education, or CBCE). The district was selected as a replication site by the Far West Model in San Francisco. As a part of this relationship, Orange County received free consultant services, curriculum and support materials, and access to a validated evaluation design. The supportive materials have been adapted for local utilization. A public relations campaign has been developed and utilized. A significant number (40) of community sites representing a wide variety of occupations have been identified and developed. During the first semester of implementation (Winter-Spring of 1976) the program was supported for pilot purposes through a special funding source and accomodated six students. For the 1976-77 school year the program is being locally supported and has twenty students enrolled. Plans are currently being formulated to offer the program to at least one other district high school for 1977-78.

The C.B.C.E. program for 1977-78 will be supported through normal procedures, F.T.E., Florida's version of the minimum foundation act.

The local C.B.C.E. effort has received a great deal of publicity as evidenced by its inclusion in "Update", the Experience Based Career Education newsletter and numerous local newspapers. In addition, the C.B.C.E. specialist was selected to serve on the National Steering Committee on E.B.C.E.

During 1976-77 students gained experience in such sites as Representative Dick Batchelor (State of Florida House of Representatives) -- student attended one week of the legislative session; Carl Langford, Mayor, City of Orlando; John W. Bowen, Attorney for the School Board of Orange County, Florida; Sentinal Star Newspaper; radio stations; Division of Youth Services, etc. (See Appendix E for a C.B.C.E. newsletter)

PINELLAS COUNTY

Identification of certain attitudes and appreciations toward responsibility relations with others, and attainment of basic skills continues to be an integral part of the general curriculum at the demonstration center. Certificates of competence are issued in the areas of English/communication skills and math. Graduation from the vocational areas includes recognition of competency level.

Specialized experiences, job shadowing, and non-paid work experiences have been occurring in the English, Social Studies, Health, and Business areas. Plans are now in process to extend these experiences to other curriculum areas during the fall semester.

Of special significance are plans to develop an Experience Based Career Education (E.B.C.E.) program which is based upon an adaptation of the Far West Model in San Francisco.

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Community, school, and district level people have been involved in an orientation session. A week-long inservice session was held the week of February 23, 1976. When adequate funding is available for staffing, systematic implementation of the E.B.C.E. program will begin. At this time, an eclectic approach will be utilized based upon all four E.B.C.E. models as funded through NIE. Utilization will be made of the double session staffing schedule, which will allow paid part-time involvement of teach/skill specialists. A significant number of community resource people, who represent a cross section of occupations and were previously identified as willing participants, will form the base of this effort.

OBJECTIVE 4: At all levels, 9-12, students will be provided guidance and counseling experiences related to self-awareness, decision-making, and career counseling.

BROWARD COUNTY

Through the efforts of administrators, counselors, teachers, and the occupational specialist, guidance and counseling experiences related to self-awareness, decision-making, and career counseling were provided for students at all grade levels.

At the beginning of the school year, the counselors and the occupational specialist conducted an orientation to career materials and guidance services with all students, 9-12.

Throughout the year, classroom teachers in all subject and program areas integrated activities related to the affective elements of career education - self-awareness, decision-making, and attitudes and appreciations - with regular classroom activities.

At the twelfth-year level, the Life Career Development System was implemented as a course in psychology/sociology once each semester. Twenty-four students participated in each instance (See Appendix F for a description of the Life Career Development System program at Hallandale.).

In the spring of 1977, Hallandale High School was afforded the opportunity to become a pilot site for a peer counseling project being undertaken through the school district's Department of Internal Affairs. Two administrators, two teachers, three students, and a parent from the school underwent three days of intensive inservice led by the Southeast Regional Office of the U. S. Office of Education. Three follow-up workshops focusing upon values-clarification, communication skills, and peer counseling were conducted with the entire high school staff. Presentations about the nature of the program were made to all English classes. Eleventh-year students were asked to complete a form indicating whether they thought that the program should be initiated and whether they would be interested in participating as a trainer or client. Six hundred and forty students indicated that they endorsed the program, and, of those, 600 indicated that they would like to serve as trainers. A screening process which included a sensitivity test and a teacher rating checklist was then instituted, and the number of student participants was narrowed to 200. Additional teacher evaluations were compiled, and students were asked to indicate whether they would be able to come to school in the summer and to take peer counseling as a class in the fall. Interviews were conducted with qualified students, and, with the help of teacher recommendations, the number was narrowed further to 26. In September, 1977, the peer counseling course began, and the program became a reality. More than 150 students are presently in line for counseling by their peers. The program already provides invaluable service to students who might be labeled as potential dropouts.

ORANGE COUNTY

A guidance-oriented career program (Career Exploratory Process - CEP) was implemented during 1975-76 at the demonstration center. This activity was facilitated by a staff development session for selected faculty members which resulted in an implementation plan. Such phases as interest inventory testing, job shadowing, employment clinics, sharing experiences, field trips, and meetings with college and technical school representatives are organized into a coordinated system. (See Appendix G for Evans Action Plan.)

An examination of the teacher-advisor system has been undertaken by selected district and school level personnel with extremely positive results. It was anticipated that this system would be operational in September, 1977, but because of a number of problems implementation has been delayed for at least six months.

During the summer of 1976, a team of guidance counselors and occupational specialists developed a sequential guidance plan for the salable skills program. This component is essentially an expanded version of the CEP program described in (a) above but is scoped and sequenced to allow participation by all students at all grade levels in the three feeder junior high schools as well as the demonstration center. This expanded component, directed at preparing students to make intelligent salable skill choices was fully implemented in all four previously mentioned schools during the fall of 1976.

A career education orientation was provided to all students in the demonstration center at the beginning of the school year. The following guidance oriented materials were developed and distributed as follows: 10th grade - occupational clusters with descriptions; 11th grade - readiness requirements for workers; 12th grade - decision making.

A nine weeks course on decision making skills was developed and taught by two guidance counselors.

A system for presenting a program on inter-personal relations has been formulated and involved over 600 students.

CVIS - Computerized Vocational Information System has been positioned in the guidance area. This system provides verified career information for use in decision making, (occupational information about colleges and training schools, financial information, etc.). It is used as a support item in counseling by counselors, occupational specialists, students and administrative personnel.

During the summer of 1977, the Career Guidance Component was updated.

During 1976-77

-- V.E.G (Vocational Exploration Group) was presented to over forty students.

-- employability skills instruction was provided for 1,666 students.

-- interest inventories were administered to approximately 250 students.

PINELLAS COUNTY

Through the career education task force, which represents all academic and vocational departments, inservice sessions which utilize the theme "valuing approaches to teaching" have been conducted. The emphasis has been to continue the fusion of guidance strategies into the regular ongoing curriculum.

The Cost Team approach (counselor, occupational specialist and teacher) was utilized in large group counseling sessions. Because of the ready accessibility to a large percentage of the student body, English and Social Studies classes provided the medium for values clarification and career exploration experiences for students in grades 9 and 10. Small group and individual counseling sessions have been the focus in grades 11 and 12. During the summer, orientation sessions are held with parents and students alike. A career file is established to aid in the long range career planning and course scheduling conferences held throughout the high school experience.

Opportunities have been made available to all students to identify their career interests and skills and be aware of available school and community resources, educational alternatives after graduation, and job placement procedures.

OBJECTIVE 5: At all levels, 9-12, students will have access to as many of the material and human resources of the school and community as possible through career centers, career days, resource people, field trips, and shadowing experiences.

BROWARD COUNTY

A career center established as a part of the media center when the school first opened for operation in 1973 continued to operate and to draw students for casual career exploration and for career exploration related to specific classroom activities. The center contains all types of career-oriented materials -- books, briefs, pamphlets, magazines, comic books, filmstrips, film loops, slides, cassette tapes, kits, and Project V.I.E.W. (Vital Information for Education and Work, a microfiche program of information related to occupations and corresponding education and training available in Florida). A special calendar listing career activities kept students informed about upcoming guest speakers and school and community functions.

Through cooperation with the teachers of English and science classes, all of Hallandale's 1,200 students received an orientation to the career center for preparation of career and science fair exhibits. This orientation focused upon:

1. Introduction to print and nonprint materials.
2. Reinforcement of reference skills.
    a. Dewey Decimal System
    b. Card catalog

c. Indexes

d. Readers Guide to Periodical Literature

3. Job exploration resource materials.

a. Occupational Library Chronicles

b. Career file - individual folders

c. Occupational Outlook Handbook

d. Dictionary of Occupational Titles

e. S.R.A. Occupational Kit

f. Encyclopedia of Careers

g. Occupational Guidance

h. Commercially produced multi-media.

4. Media production

a. Slide/cassette presentations

b. Study prints

c. Lamination

Additional orientations designed to reinforce reference skills were provided for other English classes. Math classes received orientation to job exploration resource materials related to mathematics-oriented careers. Distributive Education students were provided assistance for projects undertaken for vocational education competitive events. And library science aides participated in hands-on activities related to media production. Overall, all students were served with an average of three visits to the center.

Through the efforts of the school occupational specialist for two bimonthly report periods, January-April, 50 guest speakers spoke to approximately 1,500 students in classes related to

English, foreign language, science, social studies, and business, distributive, and home economics education.

Through career-related presentations by guest speakers in the classroom, shadowing for the career-science fair and other projects, and field trips, more than 1,000 representatives of the business/labor/industry/professional/government community actively participated in the program in the course of the year.

ORANGE COUNTY

A centralized community resource system was developed and implemented during 1975-76 school year and expanded during the summer of 1976. This system provides information to educators concerning community personnel willing to act as resource speakers, host field trips and shadowing experiences, act as sponsors for C.B.C.E. and/or provide part time or full time employment for students. A career center in the library at the demonstration center has been developed and opened for student utilization with a media specialist being assigned to oversee the operation. Each subject area department in the demonstration center has committed to providing career-related displays throughout the school year. Visuals reflecting career-oriented ideas, concepts, and processes have been displayed throughout the entire school plant.

A student career education advisory committee has been formed comprised of two representatives from each grade. In addition a parent career education advisory committee has also been formed with five members.

A program, "We Kin," designed to enlist parents of students as resource persons, has been developed and implemented. A similar program involving teachers is presently in the developmental stage and will be implemented by September, 1977.

A career activity board has been placed in the administration building to alert and inform teachers and administrators of weekly career activities.

The secondary curriculum materials have been revised and will be distributed to the schools in early September.

During 1976-77 at Evans

-- 1,267 students participated in a career education field trip.

-- 147 students job shadowed for a day.

-- each student was exposed to an average of 2.15 career education resource speakers.

PINELLAS COUNTY

A community resource index has been developed and implemented. A wide range of occupational areas is included, covering all fifteen occupational clusters identified by the U.S.O.E. Resource catalogues are available to all faculty members at the center. Each resource is coded as to the extent and type of involvement. A centralized control center is also maintained by the district, with a full time person developing new resources to be added to the system. Resources for shadowing experiences, field trips, and guest speakers are identified and contacted through this system. A monthly activity report is kept by the center's occupational specialist for validation and evaluation purposes.

The resource index system has served as the basis for expanding the planned E.B.C.E. program at the center.

A career center in the library at the demonstration center has been developed and opened. The career center serves both students and teaching staff alike. An extensive collection of materials is available for career research purposes. This area has been expanded to include an area for small group conferences and teacher inservice sessions. A comprehensive shadowing experience was planned and held for approximately 137 students in early April. The Dunedin for Youth Day was coordinated by the Chamber of Commerce and the school staff. Students shadowed workers in the morning and attended small group sessions in the afternoon which afforded the opportunity to meet and talk with over 100 business and community people. The Chamber intends to make this an annual event.

OBJECTIVE 6: At all levels, 9-12, students will receive placement assistance in employment, education, or a combination of the two and will have the opportunity to participate in follow-up studies related to the appropriateness and adequacy of their preparation.

BROWARD COUNTY

In accordance with state law and state board of education regulations, placement and follow-up services were provided by the school occupational specialist. For specific placement and follow-up data, see Section III: EVALUATION.

ORANGE COUNTY

The placement system is presently operational as follows: Part time placement services are available for students presently enrolled through the occupational specialist. Full time job placement services are available for graduates through placement specialists, of which there are a total of five, each housed at a vocational-adult center.

The Job Bank Program, a daily listing of all State Employment job offerings, is available for student inspection and use in the career center.

CAPS - Computer Assisted Placement Service has been initiated on a field test basis.

The follow-up component receives information from

1. all students just prior to graduation.
2. all dropouts
3. graduates on a periodic basis.

This information is tallied, analyzed and presented in an annual report which is distributed to all schools, including the demonstration center. Meetings with the school's representatives are then conducted to maximize utilization of the follow-up data.

At Evans, during 1976-77,

-- 248 students requested placement services.

-- 82 were referred to a job.

-- 28 were placed in a job.

-- 60 early school leavers received placement services.

PINELLAS COUNTY

The placement and follow-up effort has been fully operational at the demonstration center for the entire year. A full time school-based staff member has been assigned the responsibility for directing this program, with emphasis upon obtaining job openings. For the period ending June 30, 1977, 510 students have been placed in positions of both part and full time employment. Through cooperation with Florida State Employment Service, microfiche has been delivered daily to the center with up-to-date employment opportunities. Jobs are developed through two full time Job Development Specialists who service the entire county. A placement communication system has allowed the school-based personnel to share in information regarding localized opportunities. Employer initiated opportunities continued to be a significant part of the placement picture.

CAPS - Computer Assisted Placement Service continues to be field tested at the school site and is basically a system that matches the employment market with available help.

The placement specialist conducted regular small group in-service sessions with the professional staff on Employability Skills. This staff development effort utilized the employability skills lessons developed by the Curriculum Laboratory, Florida State University through a contract with the Department of Education, Vocational Education Division.

In addition to the placement function, three methods have been utilized to secure follow-up information:

1. A pregraduate survey is given to graduating seniors.
2. An exit interview is conducted with each school dropout; this interview focuses upon such educational alternatives as adult high school, high school equivalency programs, and technical schools.
3. Annually, a survey of all school leavers is conducted for both general and vocational students.

C. DEMONSTRATION AND REPLICATION PRODUCT OBJECTIVES

Activities related to the demonstration and replication product objectives are reported in Section III: EVALUATION.

D. DEMONSTRATION AND REPLICATION PROCESS OBJECTIVES

Major accomplishments with respect to the demonstration process are presented by objective as follows:

OBJECTIVE 1: Brochures describing the consortium demonstration effort, the national invitational conference, and replication opportunities will be prepared and circulated to all high schools within the state, all state coordinators of career education within the nation, all participants in the 1974 and 1975 career education mini-conferences, and all directors of career education projects funded by the U.S.O.E. for 1975-76.

A folder describing the consortium effort, the components of the high school model, and the salable skills and C.B.C.E. programs and including a tear-out visitors' planning questionnaire has been developed, printed, and distributed to all persons requesting information about the consortium effort. Because the Commissioner's National Conference on Career Education was being held in Houston, Texas, November 7-10, 1976, and the Consortium was featured on the program, the Consortium Interdistrict Task Force decided that it was not feasible to conduct its own national invitational conference. A letter (See Appendix H) announcing continuation of the consortium effort with the added dimension of replication opportunities was developed, printed, and distributed to all Florida high school principals and career education directors, all state coordinators for career education, selected participants in the 1974 mini-conferences, and all directors of career education projects funded by the U.S.O.E. for 1976-77.

OBJECTIVE 2: A pre-orientation package describing the consortium effort in demonstrating methods and techniques in career education at the high school level developed in 1975-76 will be expanded to include replication opportunities and will be distributed to all persons indicating an interest in visiting the demonstration centers, attending the national conference, and participating in replication.

The consortium folder described in the summary of progress with respect to the preceding objective is being utilized for this purpose.

OBJECTIVE 3: A slide-tape program of orientation which focuses upon the consortium effort, the kindergarten through adult approach, and the components of the operational model for career education at the high school level developed in 1975-76 will be utilized with all visitors to the demonstration centers, all persons attending the national conference, and all participants in replication.

The slide-tape program was revised in the fall of 1976 and has been utilized with visitors to the demonstration centers and for presentations at the Commissioner's National Conference on Career Education, one of the regional meetings for U.S.O.E. project directors, the consortium mini-conference, and replication sites.

OBJECTIVE 4: A sound filmstrip duplicate of the slide-tape program will be made available to all visitors, all participants in the national conference and replication, and all persons submitting written requests.

A sound filmstrip duplicate of the slide-tape program has been developed and is available for distribution to visitors, participants in replication, and persons submitting written requests.

OBJECTIVE 5: All visitors to the demonstration centers and all participants in the national conference will have opportunities to see the career education components in operation and to talk with administrators, teachers, and students.

Visitation procedures which include orientation to the consortium effort and the demonstration center, classroom observation, and follow-up conferences with administrators, teachers, counselors, occupational and media specialists, and students have been established and utilized with all visitors to the three demonstration centers.

OBJECTIVE 6: Materials describing the components of the operational model, inservice, and representing varying aspects of the curriculum will be given to all visitors, all persons attending the national conference, and all participants in replication and will be distributed to all persons submitting written requests.

A pamphlet which describes in detail the components of the model has been developed and distributed. (See Appendix I.) Sets of sample curriculum materials locally descriptive and the sound filmstrip depicting the consortium model are available to visitors at no charge and to others making specific requests on a cost reinbursement basis.

OBJECTIVE 7: Technical assistance related to replication opportunities will be made available to:

a. Interested schools in the consortium districts.

b. Interested districts in the state and nation.

Technical assistance related to replication has been provided to interested schools in the consortium districts and interested districts in the state and nation. In Broward County, the Upper House of the University School of Nova University, a private, non-profit institution, is serving as a replication site. A career education coordinator has been named, oriented to the components of the operational model, and included in bi-monthly inservice sessions for local high school career education coordinators. Through the efforts of this coordinator and other members of the Upper House staff, activities related to the exploration through the subject areas, community-based experiences, guidance and counseling, and resources components have been expanded. The Director of the Upper House and a math and social studies teachers were involved as participants in the consortium mini-conference in early February.

In Pinellas County, Largo Senior High School requested that it be designated a replication site for the consortium model. A five member teacher-counselor task force was identified. The Largo Education in Action Program (LEAP) began as a direct result of the above task force attending the General Electric Career Guidance Summer Institute at the University of South Carolina during the summer of 1976. During this six week institute, they were exposed to a variety of experiences relative to implementing a successful career education program. Such experiences included, but were not limited to, the following: lectures and seminars in Career Guidance by university staff, conferences with workers and business and community representatives, and actual job experience in a variety of situations. As a direct result of this summer experience and subsequent technical assistance rendered by the consortium, an operational low budget career education program is now in existence in the school. Following an adaptation of the consortium senior high model, implementation of the six components is in various stages of completion. A significant amount of community support exists for this effort as can be evidenced by the involvement of some leading businesses and the entire Chamber of Commerce (See Appendix J).

Plans were initiated to provide technical assistance to Manatee County's Bayshore Senior High School in Bradenton, Florida. A series of site visitations has been conducted by members of the Bayshore professional staff to the Pinellas demonstration site, Dunedin Senior High. A visit was also made to the Orange County site - Evans Senior High - in March. Interest at Bayshore has centered around the Career Exploration and Alternatives for Salable Skills components.

Technical assistance and replication activities in both areas will be resumed next fall. An action plan will be developed at that time to specifically meet the identified needs of the school and staff.

Orange and Pinellas Counties teamed to provide joint consultation services to a project directed toward providing incremental improvement, K-12, in Columbia County, Georgia. An initial visit to the Columbia County Project was made in November to make an assessment of their needs. Subsequently, site visitations were made by the Columbia County Staff to Evans Senior High in Orlando, followed by a planning session to determine local career education program goals and objectives. As a result, late in January, a consulting team consisting of classroom teachers from Orange and Pinellas Counties conducted a two day workshop in Augusta, Georgia, which was directed toward replicating the Career Exploration component. Through the interaction of the Columbia County staff with staffs from Orange and Pinellas Counties, a broad range of career education materials, strategies, and staff development techniques that related to the total K-12 career education model were shared. A comprehensive report on all activities conducted in Columbia County has been included in the appendix (See Appendix K). Seabreeze Senior High School in Volusia County, approximately fifty miles northeast of Orlando, was chosen as the contiguous replication site for Orange County. To date the following activities have resulted in a written commitment from the superintendent's staff to that district's involvement in the replication activities.

1. An orientation session and resulting discussions were held with the Volusia County Director of Career Education in the fall of 1976.
2. A visitation to Orange County's demonstration center was conducted for selected district-level and school-level personnel from Volusia County. These same people, by invitation, also attended the mini-conference conducted in February in Orlando.

During the 1977-78 school year, plans have been formulated to implement a modified employer-based career education program at Seabreeze Senior High. Technical assistance in this endeavor will be provided by Orange County. In addition, it is anticipated assistance will also be provided in expanding the previously implemented exploration through subject areas, guidance and counseling, and resource components.

III. EVALUATION

A. INTRODUCTION

The responsibility for administering the evaluation design for this project was undertaken by an external evaluator, Dr. Thomas B. Justiz, former director of the Florida EPIC project. Educational Progress in Careers was a non-profit corporation and an affiliate of the Florida Council of 100, a group of leading businessmen in the state of Florida which advises the governor in a variety of matters, including education.

B. RESEARCH DESIGN

Each instrument for collecting student product data was repeatedly revised. Therefore, each test or survey item can be said to have "consensus validity," i.e., an item was retained in an instrument only when all members of an EPIC review team and specialists from the Broward, Orange and Pinellas staffs agreed on the item. This applies to each scoring key as well.

The reliability of each "testing" instrument (as opposed to survey type instruments) was enhanced by developing "matching" instruments from the same pool of test items.

The objective of the entire instrument battery is to approach a generalized test of career-economic education. The battery attempts to collect, reduce and categorize data in response to the questions, What does the profile of a career education student look like? and Can that student, given counseling and/or instruction related to the data, be accelerated to achieve in accordance with higher grade level students?

All instruments which measure student products underwent a second kind of validity item analysis. Each item was evaluated for its ability to discriminate between experimental (career education project students) and control (non-project students).

At least four major validity field runs were executed in the development of each student product instrument, covering content validity, instrument time, face validity, grade level range, reading level and discrimination ability to examine whether or not the measured dimension correlates positively or negatively with student maturation and to examine instrument floor and ceiling effect.

C. EVALUATION DESIGN

The evaluation design for 1976-77 was essentially the same as the one implemented in 1975-76. Effort was directed to determining the extent to which each of the objectives were met. Because there are product and process objectives for students and for demonstration, respectively, there are four elements. In the following outline, evaluation instruments which have been developed and validated were utilized. These instruments are identified for each of the four elements.

Element A - Student Product Objectives

Objective Number	Criteria	Instrument
1	Identify occupations	Recalling Worker Titles
1	Describing occupations	Knowledge of Occupations - Semi-Skilled Through Managerial
2a	Identify work skills	Inventory of Work Skills
2b	Identify occupational requirements	Knowledge of Occupations - Job Requirements and Functions
2c	Identify salary range and corresponding life style	Knowledge of the Economic System
2d	Attitudes toward work and careers	Acquiring a Job
3a	Make tentative occupational choices based on interests, abilities, values and achievements	Developmental Career Packet and Occupational Self-Concept
3b	Comparing independent variables	Developmental Career Packet
3c	Identifying student limitations	Developmental Career Packet
3d	Making career decisions	Developmental Career Packet and Occupational Self-Concept
3e	Career or occupational planning	Developmental Career Packet and Occupational Self-Concept
4a	Matching career choices and potential employers	Acquiring a Job
4b	Job interview techniques	Acquiring a Job
4c	Completing the job application and résumé	Completing the Job Application and Résumé
4d	Discerning desirable personal traits and work habits	Acquiring a Job

Objective Number	Criteria	Instrument
5a	Criteria for identifying student work skills required by an occupational field	Certifying the Completion of Courses and Skills While in School
5b	Criteria for identifying student work skills required by an occupational field	Certifying the Completion of Skills on the Job
6	Improving grade point averages and attendance and suspension records	Impact of Dropout Program on Improved Grade Point Averages, Attendance and Suspension Records
7a	Placement, job or educational	Student Follow-up Survey
7b	Student preparation for placement	Employer Follow-up Survey

Element B - Student Process Objectives

1	Providing career exploration opportunities in grades 9 to 12	Inventory of Opportunities for 9th through 12th Grade Career Exploration Qualifying Occupations
2	Providing alternative programs for probable dropouts in grades 9 to 11	Inventory of Alternatives for Probable Dropouts (9 to 11)
3	Providing salable skill alternatives for 11th and 12th grade students	Inventory of Alternatives for 11th and 12th Graders
4	Providing guidance and counseling opportunities for 9th through 12th grade students	Inventory of Guidance and Counseling Opportunities for 9th through 12th Graders
5	Providing school-community resources for all students 9 through 12	Inventory of School-Community Resources for 9th through 12th Graders
6	Providing placement/ follow-up services for 9th through 12th graders, graduating or leaving school	Inventory of Placement/ Follow-up for 9th through 12th Graduates and School Leavers

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Element C - Demonstration Product Objectives

Objective Number	Criteria	Instrument
1	Attitudes toward career education at the high school level	Pre and Post Visitation Attitudes Survey
2a	Components of the high school model for career education	Demonstration Project Questionnaire
2b	Analysis of components of the high school model	Demonstration Project Questionnaire
2c	Identify transportable components	Demonstration Project Questionnaire
3	Identify demonstration components which have been implemented by visitors	Follow-up Questionnaire on Implementing Demonstration Components

Element D - Demonstration Process Objectives

1	Developing a brochure describing the demonstration project	No Evaluation Required
2	Developing a pre-orientation package	No Evaluation Required
3	Developing a slide tape presentation describing the K through 12 approach to career education and the consortium effort to demonstrate high school components	No Evaluation Required
4	Developing a procedure for visiting the demonstration centers	No Evaluation Required
5	Developing a package of model descriptions and component samples	No Evaluation Required

Student product data reported to the funding source will be generated using only valid instruments per the above procedure.

Results - Element A - Student Product Objectives

The results for the student product objectives are reported seperately by each of the three individual school districts, Broward, Orange and Pinellas.

FINAL REPORT OF BROWARD COUNTY
B-O-P DEMONSTRATION SENIOR HIGH SCHOOL
COMPREHENSIVE CAREER EDUCATION MODEL

Dr. Thomas B. Justiz
External Evaluator
June 27, 1977

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SECTION I

METHODS

METHODS

On April 22, 1977, the external evaluator met with Mrs. Anne McMichael, Project Coordinator, to review the document "A Proposal of the Florida Career Education Demonstration Consortium to Demonstrate and Replicate a Comprehensive Career Education Model for Senior High Schools." The external evaluator developed a task analysis for evaluating the student product objectives listed on pages 5 and 6 (which relate to criteria on pages 77 nad 78) of the proposal. On April 29th, the evaluator and project coordinator met to discuss the task analysis, whereupon it was revised.

On May 2nd, the revised task analysis was used as the basis of a meeting with Dave Hogg (Hallandale High School Principal) and Donna Stull (Science Coordinator). The following personnel were then interviewed in accordance with the task analysis: Donna Stull, Bob Holsaple, Sally Buske, Bruce Collins, and Dorothy Barnes (on May 2, 13, and 20). About 250 Career Packets (filled out by ninth grade students in 1975), were collected, along with about 700 shadowing experience forms (designed by Donna Stull after the interview); filled out by some of the same students two years later than when they filled out their career packets.

In addition to these two forms, an employer questionnaire filled out for some of the same students in January, 1977 was retrieved.

EPIC instruments, used in the March, 1977 data collection district-wide, supplied the remaining data (matched against a demographically comparable control school).

On May 31st, after locating about 90% of the data called for in the task analysis, the evaluator wrote a letter to the project coordinator indicating current progress on the task analysis. (Please see Appendix A for letter.) The project coordinator provided the evaluator with information regarding approximately 10% of the data which had not yet been uncovered, and indicated that data reduction should begin.

Subsequent meetings with the project coordinator were held on June 8 and 14 to review data. The Final Report was submitted on June 27, 1977.

At the April 29th meeting of the evaluator and project coordinator, the following adjustments were made to the two-year old objectives in the project proposal, as part of the revised task analysis:

Objective	Revision	Reason
1	Delete "and describe"	(Career Packet did not call for career descriptions)
2	Substitute "one of the" for "each"	(Objective was unrealistic to ask that students identify subject areas, education, training, salary range, and life style for more than one career)

Objective	Revision	Reason
2a	Delete "career and"	(Redundant with objective 1)
2d	Delete "the individual; the family"	(Redundant with "life style" in 2c)
3c	Add "obstacles and"	(Student must identify obstacles before ways of overcoming obstacles)
3d	Delete "courses or"	(Redundant with objective 2a)
3d	Delete "and, possibly, work experience"	(Possibly . . . is not an objective)
7	Substitute "probable dropouts" for "students"	(Objective 7 is tied in with objective which is related to program for probable dropouts)

The evaluator is also most appreciative of the job done by Donna Stull in designing the shadowing experience form and collecting data from a wide variety of students.

The evaluation of the Broward County Career Education High School Demonstration Project is categorized into three parts, as follows:

Part I: An evaluation of student performances on objectives which relate ninth grade students at three different time periods:

A. When 249 students, as ninth graders, filled out their Developmental Career Packets (on November 10, 1975).

B. When 64 of the same students, as tenth graders (in January, 1977), provided an Employer's Evaluation of the Student data.

C. When 97 of the same students, as tenth graders, filled out a Shadowing Program Evaluation Form (in May, 1977).

(Please see Appendix B for the names of 140 of the 249 students who were deleted from the population for not filling out forms A, B, or C above.)

Part II: An evaluation of student performances on objectives, using miscellaneous data sources.

Part III: An evaluation of student performances on objectives, using the EPIC instruments.

CONCLUSIONS AND RECOMMENDATIONS

The primary purposes of this report is to provide management-type information for the project coordinator, the high school principal, and school personnel, so that they may set up more specific objectives with percentile-type performance criteria for students to meet in the next school year. It is not the purpose of the evaluator to make these kinds of determinations.

The following findings are set forth as a reference guide only, for Broward decision-makers:

The following objectives were achieved in that 80% or better of the students in the sample performed in accordance with the objective:

94.5 of the students identified education or training requirements of at least one career which they believed were required for entry into that career.

93.7 of the students were judged by employers as having appropriate behavior for interpersonal relations and work habits.

93.6 of the students identified their tentative career choice.

91.0 of the students knew their math and reading achievement scores and related the scores to their career aspirations.

91.0 of the students were judged by employers as having appropriate appearance and manner during an interview.

89.0 of the students identified at least one subject area skill per career identified as a possible career of interest.

82.6 of the students identified at least three careers in areas of their choice.

81.5 of the students indicated that they possessed at least one key ability to do something well.

80.0 of the students were judged by employers as knowledgeable of the career they were pursuing.

Also, Hallandale students demonstrated significantly higher knowledge of worker titles and attitudes toward school as compared to control students.

The following objectives were only partially achieved in that between 50 and 79% of the students in the sample performed in accordance with the objective:

71.5 of the students demonstrated the belief that the career which they were considering would contribute positively to society.

68.0 of the students enrolled in the salable skills program offered at Hallandale.

58.7 of the students identified the salary range of at least one career.

54.1 of the students wanted to work for the employer who they had shadowed.

51.4 of the students demonstrated a career plan which included a course of study.

50.5 of the students demonstrated a positive attitude toward the prospective life style of at least one career.

50.5 of the students completed a resume and predicted that the resume would be helpful to them later on in their career.

There was also at least a 50% reduction in absences.

The following objectives should receive greater attention if they are to be retained as objectives:

48.6 of the students signed up for the salable skills program in a career of their tentative choice.

41.3 of the students completed an application form and predicted that it would help them later in their career.

10.0 of the students shadowed the same kind of worker as their tentative career choice.

Also, approximately 35% of a sample of 40 probable dropouts perceived their school experience as preparation for "employment, college, or the armed services." Approximately 25% of the students in this sample said that they were involved in placement areas judged "acceptable" by the B-O-P Program, while only 5% perceived their preparation as poor, with a 60% no response.

The following objective should be rewritten as it does not, at present, reflect either a low or high criteria:

41.3 of the students foresaw obstacles as they approached their career and suggested ways of overcoming these obstacles.

RESULTS

PART I

Objectives which were evaluated with Career Packet data, collected on November 10, 1975 (109 of 249 student random sample); which related, in part, to Shadowing Experience data, collected May, 1977; which also related, in part, to Employer Evaluation data, are as follows:

1) For selected occupational areas of their choice, students will be able to identify at least three representative careers.

   90 of the 109 (or 82.6% of the students in the sample), satisfied this objective by identifying at least three careers in areas of their choice. (The number of careers identified ranged from 0 to 8.) (See column 4b for data, Appendix C.)

2) For one of the careers identified through objective one, students will be able to identify:

2a) The subject area skills involved.

   97 of the 109 students sampled (or 89% of the students in the sample), were able to identify at least one subject area skill per career identified. (See column 4d for data, Appendix C.)

2b) The education and training required for entry.

   103 of the 109 (or 94.5% of the students sampled), circled education and training requirements which they believed were required for entry of at least one career. (See column 4h for data, Appendix C.)

2c-1) The current salary range (from entry to highest level).

   64 of the 109 students (or 58.7% of the students sampled), demonstrated knowledge of salary range on at least one career. (See column 3c for data, Appendix C.)

2c-2) Possible life style.

   55 of the 109 students (or 50.5% of the students sampled), demonstrated a positive attitude toward the prospective life style of at least one career. (See column 3d for data, Appendix C.)

2d) Ways in which the career contributes to the welfare of society.

   80 of the 109 students (or 71.5% of the students sampled), demonstrated a positive attitude toward the ability of the career to contribute to society. (See column 3b for data, Appendix C.)

3) Students will be able to demonstrate self-awareness and decision-making skills by:

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3a-1) Identifying their key abilities.

89 of the 109 students (or 81.5% of the students sampled), indicated knowledge of at least one key ability. (See column 4f for data, Appendix C.)

3a-2) Identifying their values.

(See Part III for this data.)

3a-3) Identifying their interests.

(See Part III for this data.)

3a-4) Identifying their achievements.

99 of the 109 students (or 91% of the students sampled) recorded their reading and math achievement test scores and related the scores to their career aspirations. (See column 4g for data, Appendix C.)

3a-5) Identifying their tentative career choices.

102 of the 109 students (or 93.6% of the students sampled) were able to identify their tentative career choice; 74 of the 109 students (or 68% of the students sampled) recorded a career choice as part of the salable skills program offered at Hallandale, as indicated by computer printouts; but only 53 of the 109 students recorded the tentative career choice as the career to be pursued in the salable skills program. (See columns 4a, 2a, and 4c, respectively, for data, Appendix C.)

3b) Indicating those identified abilities, values, interests, and achievements which are important to achieving identified tentative career choices.

Only 11 of the 109 students (or 10% of the students sampled) chose to shadow the same kind of worker which was indicated by the tentative career choice. (See column 3a for data, Appendix C.)

3c) Identifying obstacles and ways of overcoming such obstacles, or selecting alternative realistic career choices.

45 of the 109 students (or 41.3% of the students sampled) foresaw obstacles as they approached their career and suggested ways of overcoming these obstacles. (See column 3e for data, Appendic C.)

3d) Developing a plan for realization of tentative career choices which includes areas of study.

56 of the 109 students (or 51.4% of the students sampled) demonstrated a plan which included areas of study. (See column 4e for data, Appendix C.)

4) Students will be able to demonstrate employability skills by:

4a) Locating a potential employer for their tentative career choice.

59 of the 109 students (or 54.1% of the students sampled) said that they would want to work for the employer who they shadowed. (See column 3g for data, in Appendix C.)

4b) Demonstrating appropriate behavior and appearance in an actual or a simulated job interview.

58 of the 64 students (or 91% of the students sampled) who had an Employer Evaluation form were judged as having appropriate appearance and manner during the interview. (See column 5c for data, Appendix C.)

4c-1) Successfully completing an application form.

43 of the 109 students (or 40% of the students sampled) completed an application form and predicted that the completion of the application form would be helpful to them later on. (See column 3j for data, Appendix C.)

4c-2) Successfully completing a resume.

54 of the 109 students (or 50.5% of the students sampled) completed a resume and predicted that the resume would be helpful to them later on. (See column 3i for data, Appendix C.)

4d) Demonstrating ability to discuss appropriate behaviors for good interpersonal relations and work habits.

60 of the 64 students (or 93.7% of the students sampled) for whom employers filled out evaluation forms were judged as having appropriate behaviors for good interpersonal relations and work habits. (See column 5b for data, Appendix C.)

5) Students will be able to demonstrate a salable skill by:

5a) Meeting the criteria established by the area of general, vocational, or exceptional student education in which they have decided to work. (Please see Part II for this data.)

5b) Obtaining verification of their competency from the employer with whom they are working.

51 of the 64 students (or 80% of the students sampled) who were evaluated by employers were judged knowledgeable of the career they were pursuing. (See column 5a for data, Appendix C.)

6) If participating in an alternative program for probable dropouts, students will be able to demonstrate improved grade point averages, attendance, and suspension records.

(See Part II for this data.)

7) At the time of exit from school, probable dropouts will be able to:

7a) Enter a part or full-time job or program of education or training commensurate with ability, achievement, and interest.

(Please see Part II for data.)

7b) Participate in a follow-up study to determine appropriateness and adequacy of preparation.

(Please see Part II for data.)

PART II

The following objectives could not be satisfied with data in Part I.

5) Students will be able to demonstrate a salable skill by:

5a) Meeting the criteria established by the area of general, vocational, or exceptional student education in which they have decided to work.

A total of 1220 students were involved in the Salable Skills Program from Hallandale, Cooper City, Coral Springs, and Piper High Schools. Over 200 of these students selected a career title in an academic subject area; over 900 selected a career title in a vocational subject area. These students are being "tracked" by coordinators as they explore these tentative careers. A random sample of 30 of the academic-career students and 30 of the vocational-career students are being monitored in detail. These 60 students are choosing courses and developing work competencies. Coordinators have been assigned to determine the extent to which they stay with and develop a salable skill. When students achieve an entire cluster of courses and skills, they will be given a salable skills certificate.

6) If participating in an alternative program for probable dropouts, students will be able to demonstrate improved grade point averages, attendance, and suspension records.

40 students participated in a program for probable dropouts. No data was available regarding improved grade point averages, attendance, and suspension records of these 40 students.

Data for the larger group of all Hallandale tenth and eleventh grade students (from which these 40 students were chosen) indicated that on the Comprehensive Test of Basic Skills (CTBS) these two grades of students demonstrated increases in test scores.

The school's scores are broken into three parts: The grade equivalent, the differences from expected, and the gain from last year.

The difference from expected is based on two test scores: The actual grade equivalent score and a separate IQ-type test which gives an expected score.

A plus 0.3, for example, would mean students are three months higher than would be expected.

The Hallandale tenth graders demonstrated increases in reading (+1.5), language (+1.3), mathematics (+0.6), reference skills (+0.4), science (+0.9), and social studies (+0.3) as compared to expected scores. The Hallandale eleventh graders demonstrated increases in reading (+1.0), language (+0.2), mathematics (+0.6), reference skills (+0.4), science (+1.3), and social studies (+0.3), compared to expected scores.

Attendance and suspension records have improved dramatically at Hallandale during the past two years. There has been an approximate 50% reduction or better, in the number of absentees, according to counselor Dorothy Barnes. It is difficult to attribute all of this effect to the Career Education Demonstration Program, as there has been a rule invoked during the same time period whereby students will fail a course or area of study after so many absences.

7) At the time of exit from school, probable dropouts will be able to:

7a) Enter a part or full-time job or program of education or training commensurate with ability, achievement, and interest.

A follow-up survey of the 40 probable dropouts after they had left Hallandale High provided the following:

	Number of Students
Full-time work	3
Part-time work	1
Full-time homemaker	1
Military	1
Part-time student	3
Full-time student	1
Total actively involved	10
Unemployed	8 (6 looking for work)
No response	22

7b) Participate in a follow-up study to determine appropriateness and adequacy of preparation of the 40 probable dropouts, after they had left Hallandale, student perceptions of their high school experiences as preparation for "employment, college, or the armed services" were as follows:

	Number of Students
Good	4
Fair	10
Poor	2
No response	24

PART III

The following objectives could not be completely satisfied with data from either Part I or Part II, and are satisfied using the EPIC instruments:

3) Students will be able to demonstrate self-awareness and decision-making skills by:

3a-1) Identifying their values.

This objective is satisfied with the EPIC S-1 instrument, Attitudes Toward School.

3a-2) Identifying their interests.

This objective is satisfied with the EPIC S-11 instrument, Career Interests.

In addition to the above objectives, the EPIC instruments relate to the following B-O-P objectives:

B-O-P Objective	EPIC Instrument
1	S-2 - Worker Titles
2b	S-3a/b - Education/Preparation
New Objective	S-4a - Economics
2b	S-5 - Education/Training
2d	S-6 - What Workers Do
3b	S-13 - Career Planning
5	S-14 - Work Skills

School Selection- In order to find schools whose student populations were reasonably similar to that of the demonstration school, Hallandale High School, the reading ability scores and ethnicity of all high schools in Broward County were reviewed. There was no one high school with demographic characteristics close to those of Hallandale High School and with low career education implementation. To get a close match two high schools, Dillard and Deerfield, were combined. Hallandale High school has 39% of its students who are non-white. Its average reading ability score is 90. The combination of Dillard and Deerfield High Schools results in a percentage of non-white of 42% and an average reading score of 91.5%. This provides a reasonable quality match of schools. The experimental school has a somewhat lower percentage of non-whites but it also has a lower average reading score. Taken together, the experimental school's student population is reasonably comparable to that of the total of the two low implementation schools, at least on the two available student demographic characteristic measures.

Student Selection- The students were selected from among the eleventh graders in their respective high schools by a random process. The research office of the Broward County Schools generated a list from the official student population roster with a computerized random selection routine. Only students who completed the entire battery were utilized in the statistical tests.

Results- The means and standard deviations for each of the variables is presented by group in Table. 1. Since the battery represents a conceptually related domain of tests, a multivariate analysis of variance was conducted by utilizing all twenty-two test dimensions. The results of this test are contained in Table 2. As it indicates there is an overall significance with a probability value of .013. Table 2 also presents the results of univariate tests done on each of the variables tested. As can be seen, two variables result in univariate F- ratios of less than .05 while two more variables have univariate F-ratios with resulting probabilities of less than .10. Table 3 contains the correlations between the variables and the overall composite.

Discussion- Of the variables, only instrument S-2 (Worker Titles) achieved a univariate probability value of less than .05. However, the S-1 (Attitudes Toward School) achieved a univariate probability of .07. These two variables contribute the most toward the overall multivariate significance. While the between groups differences do not reach a conventional level of significance in the univariate tests, instruments S-3a/b, S-4a, S-5, S-6, and S-13 have results that are in the same direction and generally favor the demonstration school students. With the exception of instrument S-1, all of these instruments are tests of knowledge. On the other hand, the results of instruments S-11 and S-14 generally favor the low implementation school students, even though these differences do not reach significance either. Instrument S-11 measures interest in occupations while instrument S-14 measures self-reported work skills.

In looking at the three student critique variables, the demonstration school students report much higher levels of counselor contacts and the difference is significant at less than the .05 level. In teacher contacts, the low implementation students report higher levels of teacher contacts. This difference is significant at less than the .07 level.

There is a slight difference in reported occupational specialist contacts favoring the demonstration school, but this difference is well within the bounds of chance variation. These findings are somewhat surprising in that the demonstration project puts its emphasis on the teacher as the principal delivery vehicle. The counselor is not seen as having a strong role. Yet the student reports suggest just the opposite.

These results do help explain some of the outcome results. In a larger study done in conjunction with this one, it was found that a strong teacher emphasis was correlated with student self-reports of a greater number of work skills. This finding is replicated here. This study deviates from the larger study in its evidence of counselor effectiveness. In the larger study student reports of counselor contacts were not found to be related to improved student performance. However, the demonstration school students report high numbers of counselor contacts and more positive attitudes and somewhat higher score levels on the knowledge tests.

Summary- Students selected at random from the demonstration high school were compared to a random sample of students from two low implementation high schools whose combined student population was similar to that of the demonstration school in terms of ethnicity and reading score. A multivariate analysis of variance revealed a significant difference between groups.

(Tables 4 and 5 relate to Nova's scores as references.)

Table 1 - Means and Standard Deviations

Test		Hallandale	Dillard/Deerfield Control
1*	Mean	32.27273	28.77143
	SD	7.73422	4.70973
	N	11	35
2**	Mean	55.36364	42.00000
	SD	16.76468	15.74988
	N	11	35
3a	Mean	6.18182	5.91429
	SD	1.16775	1.61558
	N	11	35
3b	Mean	6.63636	6.34286
	SD	2.06265	1.76473
	N	11	35
4a	Mean	15.09091	14.57143
	SD	3.26970	3.48345
	N	11	35
5	Mean	34.09091	32.28571
	SD	4.70010	5.71670
	N	11	35
6	Mean	35.09091	33.88571
	SD	4.08545	5.47062
	N	11	35
11-1	Mean	92.45455	96.85714
	SD	17.89058	26.18727
	N	11	35
11-3	Mean	12.45455	10.54286
	SD	8.69901	9.15341
	N	11	35
13	Mean	11.00000	10.91429
	SD	2.28035	2.57101
	N	11	35
14-1	Mean	5.90909	15.85714
	SD	7.75183	24.45662
	N	11	35
14-2	Mean	4.09091	17.17143
	SD	6.15556	30.13937
	N	11	35

** $p < 0.05$

* $p < 0.10$

Table 1 (Continued)

Test		Hallandale	Dillard/Deerfield Control
14-3	Mean	1.63636	4.71429
	SD	1.91169	8.97569
	N	11	35
14-4	Mean	2.18182	4.42857
	SD	2.82199	8.37463
	N	11	35
14-5	Mean	0.45455	2.65714
	SD	0.93420	6.69918
	N	11	35
14-6	Mean	1.09091	3.62857
	SD	1.97254	6.52184
	N	11	35
14-7	Mean	2.09091	3.11429
	SD	2.54773	5.58765
	N	11	35
14-8	Mean	4.63636	7.68571
	SD	9.69817	9.94328
	N	11	35
14-9	Mean	8.09091	13.62857
	SD	7.13379	11.32173
	N	11	35
T*	Mean	2.00000	4.62857
	SD	2.14476	4.45953
	N	11	35
C**	Mean	6.63636	3.51429
	SD	3.90571	3.55107
	N	11	35
OS	Mean	3.45455	2.62857
	SD	3.77793	4.05902
	N	11	35

** $p < 0.05$

* $p < 0.10$

Table 2 - Multivariate Test of Significance

```
                EIGENVALUE        WILKS                          HYPOTHESIS        ERROR          SIGNIF.
                                  LAMBDA            F              D. F.           D. F.           OF F
      1          2.48854          .28665         2.60165          22.00000       23.00000         .01347
HOTELLING TRACE CRITERION =          2.48854
LARGEST ROOT CRITERION    =           .71335
     S =      1    M =    10      N =   10 1/2

UNIVARIATE F-TESTS WITH (      1          ,         44         ) D. F.

VARIATE         HYPOTHESIS        ERROR         HYPOTHESIS         ERROR                          SIGNIF.
                SUM OF SQ.     SUM OF SQ.        MEAN SQ.         MEAN SQ.           F             OF F
 1              102.60327      1352.35325       102.60327        30.73530         3.33829         .07447
 2             1494.69368     11244.54545      1494.69368       255.55785         5.84875         .01979
 3a                .59904       102.37922          .59904         2.32680          .25745         .61441
 3b                .72101       148.43117          .72101         3.37344          .21373         .64614
 4a               2.25861       519.48052         2.25861        11.80638          .19130         .66397
 5               27.27414      1332.05195        27.27414        30.27391          .90091         .34772
 6               12.15675      1184.45195        12.15675        26.91936          .45160         .50569
 11-1           162.22614     26517.01299       162.22614       602.65939          .26918         .60648
 11-3            30.58701      3605.41299        30.58701        81.94120          .37328         .54437
 13                .06149       276.74286          .06149         6.28961          .00978         .92169
 14-1           828.28346     20937.19481       828.28346       475.84534         1.74066         .19388
 14-2          1432.03252     31263.88052      1432.03252       710.54274         2.01541         .16276
 14-3            79.28995      2775.68831        79.28995        63.08383         1.25690         .26832
 14-4            42.24873      2464.20779        42.24873        56.00472          .75438         .38981
 14-5            40.60440      1534.61299        40.60440        34.87757         1.16420         .28648
 14-6            53.89774      1485.08052        53.89774        33.75183         1.59688         .21390
 14-7             8.76544      1126.45195         8.76544        25.60118          .34238         .56145
 14-8            77.82473      4302.08831        77.82473        97.77473          .79596         .37716
 14-9           256.65861      4867.08052       256.65861       110.61547         2.32028         .13485
 T                57.82857       722.17143        57.82857        16.41299         3.52334         .06715
 C                81.58125       581.28831        81.58125        13.21110         6.17521         .01683
 OS                5.70999       702.89870         5.70999        15.97497          .35743         .55300
```

Table 3 - Correlation of Variables Versus the Composite

Variable	
1	-0.17461
2	-0.23112
3a	-0.04849
3b	-0.04418
4a	-0.04180
5	-0.09071
6	-0.06422
11-1	0.04958
11-3	-0.05839
13	-0.00945
14-1	0.12608
14-2	0.13567
14-3	0.10714
14-4	0.08300
14-5	0.10311
14-6	0.12076
14-7	0.05592
14-8	0.08526
14-9	0.14557
T	0.17938
C	-0.23748
OS	-0.05713

Table 4 - Cell Means and Standard Deviations

Test		Demo	Low	Nova
1	Mean	32.27273	28.77143	30.50000
	SD	7.73422	4.70973	6.51017
	N	11	35	18
2***	Mean	55.36364	42.00000	60.27778
	SD	16.76468	15.74988	10.23147
	N	11	35	18
3a***	Mean	6.18182	5.91429	7.33333
	SD	1.16775	1.61558	1.02899
	N	11	35	18
3b	Mean	6.63636	6.34286	7.05556
	SD	2.06265	1.76473	1.51356
	N	11	35	18
4a**	Mean	15.09091	14.57143	17.27778
	SD	3.26970	3.40345	2.51596
	N	11	35	18
5*	Mean	34.09091	32.28571	37.05556
	SD	4.70010	5.71670	3.94778
	N	11	35	18
6**	Mean	35.09091	33.88571	38.66667
	SD	4.08545	5.47062	5.97052
	N	11	35	18
11-1	Mean	92.45455	96.85714	89.33333
	SD	17.89058	26.18727	13.44269
	N	11	35	18
11-3	Mean	12.45455	10.54286	12.61111
	SD	8.69901	9.15341	11.28841
	N	11	35	18
13*	Mean	11.00000	10.91429	12.50000
	SD	2.28035	2.57101	1.61791
	N	11	35	18
14-1	Mean	5.90909	15.85714	11.55556
	SD	7.75183	24.45662	26.24370
	N	11	35	18
14-2	Mean	4.09091	17.17143	7.66667
	SD	6.15556	30.13937	9.98823
	N	11	35	18
14-3	Mean	1.63636	4.71429	2.55556
	SD	1.91169	8.97569	4.79242
	N	11	35	18
14-4	Mean	2.18182	4.42857	5.38889
	SD	2.82199	8.37463	7.75461
	N	11	35	18
14-5	Mean	0.45455	2.65714	2.94444
	SD	0.93420	6.69918	7.30409
	N	11	35	18
14-6	Mean	1.09091	3.62857	5.00000
	SD	1.97254	6.52184	5.91111
	N	11	35	18
14-7	Mean	2.09091	3.11429	3.22222
	SD	2.54773	5.58765	5.67301
	N	11	35	18
14-8	Mean	4.63636	7.68571	10.94444
	SD	9.69817	9.90328	10.63552
	N	11	35	18

Table 4 (Continued)

Test		Demo	Low	Nova
14-9*	Mean	8.09091	13.62857	21.11111
	SD	7.13379	11.32173	14.29063
	N	11	35	18
T***	Mean	2.00000	4.62857	8.44444
	SD	2.14476	4.45953	2.95500
	N	11	35	18
C***	Mean	6.63636	3.51429	1.27778
	SD	3.90571	3.55107	1.96456
	N	11	35	18
OS**	Mean	3.45455	2.62857	0.33333
	SD	3.77793	4.05902	0.84017
	N	11	35	18
		12.09	10.77	10.05

* $p \angle 0.10$

** $p \angle 0.05$

*** $p \angle 0.01$

Table 5 - Effect; School - Multivariate Test of Significance

```
                               WILKS                         HYPOTHESIS           ERROR            SIGNIF.
             EIGENVALUE        LAMBDA             F             D. F.             D. F.             OF F

    1          1.87847         .17339         2.54826        44.00000          80.00000           .00014
    2          1.00364         .49909         1.93558        21.00000          40.50000           .03482

HOTELLING TRACE CRITERION =            2.88216
LARGEST ROOT CRITERION    =             .65259
      S =        2   M =       9 1/2      N =     19

UNIVARIATE F-TESTS WITH (        2            ,          61           ) D. F.

VARIATE         HYPOTHESIS        ERROR          HYPOTHESIS        ERROR                           SIGNIF.
                SUM OF SQ.      SUM OF SQ.        MEAN SQ.        MEAN SQ.            F              OF F

 1               112.88113      2072.85325        56.44056        33.98120          1.66093          .19844
 2              4437.59343     13024.15657      2218.79672       213.51076         10.39197          .00013
 3a               24.35515       120.37922        12.17758         1.97343          6.17077          .00363
 3b                6.06189       187.37561         3.03094         3.07173           .98672          .37367
 4a               88.51774       627.09163        44.25887        10.28019          4.30526          .01782
 5               270.75361      1596.99639       135.37680        26.18027          5.17095          .00842
 6               273.29825      1790.45195       136.64913        29.35167          4.65558          .01313
 11-1            703.97139     29589.01299       351.98569       485.06579           .72565          .48814
 11-3             64.16861      5771.69976        32.08431        94.61788           .33909          .71375
 13               31.75714       321.24286        15.87857         5.26628          3.01514          .05640
 14-1            876.11075     32645.63925       438.05538       535.17441           .81853          .44587
 14-2           1958.11948     32959.88052       979.05974       540.32591          1.81198          .17201
 14-3            105.47662      3166.13276        52.73831        51.90382          1.01608          .36826
 14-4             71.26443      3486.48557        35.63222        57.15550           .62343          .53949
 14-5             49.17694      2441.55743        24.58847        40.02553           .61432          .54432
 14-6            104.52886      2079.08052        52.26443        34.08329          1.53343          .22400
 14-7             10.37444      1673.56306         5.18722        27.43546           .18907          .82821
 14-8            283.57662      6225.03276       141.78831       102.04972          1.38940          .257[illegible]
 14-9           1260.27923      8338.85831       630.13961       136.70260          4.60883          .01368
 T               313.38413       870.61587       156.69206        14.27239         10.97868          .00008
 C               196.70995       646.89942        98.35498        10.60491          9.27448          .00030
 OS               86.10130       714.89870        43.05065        11.71965          3.67337          .03116
```

SUMMARY OF RESULTS (FINDINGS)

The data collected related to all B-O-P objectives. The degree to which these objectives were satisfied are on the following pages.

90

Summary of Part I Data Results

Donna Stull, Science Coordinator, conducted a most unique shadowing program for 700 students; 350 students were involved in a career fair and another 350 in a science fair. After the students reported their experiences, the top 50 students were requested to make presentations to 600 students. A panel graded these presentations. Nine trophies and 21 ribbons were given to the top 30 students.

The following is a summary of the results of the Part I data collection, indicating the number of students in the sample which performed in accordance with each objective. The performances are listed in the order of high to low percent of students performing:

Percent of Students	Student Performance
82.6	Identified at least three careers in areas of their choice.
89.0	Identified at least one subject area skill per a career identified (above).
94.5	Identified education or training requirements of at least one career which they believed were required for entry into that career.
58.7	Identified the salary range of at least one career.
50.5	Demonstrated a positive attitude toward the prospective life style of at least one career.
71.5	Demonstrated the belief that the career which they were considering would contribute positively to society.
81.5	Indicated that they possessed at least one key ability to do something well.
91.0	Knew their math and reading achievement scores, and related the scores to their career aspirations.
93.6	Identified their tentative career choice.
68.0	Enrolled in the salable skills program offered at Hallandale.
48.6	Recorded their tentative career choice as the career they would pursue in the salable skills program.
10.0	Shadowed the same kind of worker as their tentative career choice.
41.3	Foresaw obstacles as they approached their career and suggested ways of overcoming these obstacles.

Percent of Students	Student Performance
51.4	Demonstrated a career plan which included areas of study.
54.1	Wanted to work for the employer who they shadowed.
91.0	Were judged as having appropriate appearance and manner during the interview.
40.0	Completed an application form and predicted that the completion of the application form would be helpful to them later on.
50.5	Completed a resume and predicted that the resume would be helpful to them later on in their career.
93.7	Were judged as having appropriate behaviors for interpersonal relations and work habits.
80.0	Were judged knowledgeable of the career they were pursuing.

Summary of Part II Data Results

There has been an approximate 50% reduction or better in the number of absentees.

Approximately 25% of a sample of 40 probable dropouts indicated that they were involved in acceptable placement areas.

Appeoximately 35% of the sample of 40 probable dropouts perceived their high school experience as preparation for "employment, college, or armed services" as good to fair. Only 5% perceived it as poor. (There was a 60% no response.)

Summary of Part III Data Results

There were differences in favor of the Hallandale demonstration school students on the following instruments (dimensions of student performance):

Instrument (Dimension)	Level of Statistical Significance or Direction of Advantage
Worker Titles (Career Awareness)	0.05
Attitudes Toward School	0.07
Knowledge of Education/Preparation	Favors Demonstration Students
Knowledge of Economics	Favors Demonstration Students
Knowledge of What Workers Do	Favors Demonstration Students
Knowledge of Career Planning	Favors Demonstration Students

The following dimensions favored the control students:

Instrument (Dimension)	Level of Statistical Significance or Direction of Advantage
Career Interest	Slight Advantage
Work Skills	Advantage, but Non-significant

The students from the demonstration school tended to exhibit higher scores on the knowledge tests, while the low implementation school students showed slightly more narrowed occupational interests and more self-reported work skills. The demonstration school students also had a more positive attitude toward school. The demonstration school students reported more contacts with counselors, while the low implementation school students reported more teacher contacts.

APPENDIX A

May 31st Letter to Project Coordinator

Dr. Tom Justiz
1105 Citrus Isle
Ft. Lauderdale, FL 33315

May 31, 1977

Mrs. Anne H. McMichael, Coordinator
Career Education
Walker Annex
1001 N.W. 4th Street
Ft. Lauderdale, FL 33311

Dear Anne:

I am at the point of evaluating the BOP High School Demonstration Consortium, where I have collected or located about 90% of the data which the objectives in your proposal ask for. I would like to review the objectives for which data is available and indicate the objectives for which data is either unavailable or incomplete, so that we will be in agreement prior to data reduction and analysis. (Donna Stull was particularly helpful in developing a form which contains much of the data required, as a result of our first meeting. I believe we owe her a big "thank you.")

Objectives for which data are available are as follows:

Objective	Hallandale Data Source	Other Instruments
1) Identify careers		EPIC S-2
1) Describe 3 careers	Career Packet	
2a) Subject area skills	Interview Form	
2b) Ed/training reqmts	Interview Form	EPIC S-5, S-3
2c) Salary ranges	Donna Stull Form	
2d) Contribution to society	Donna Stull Form	EPIC S-6
2d) Contribution to individual	Donna Stull Form and Interview Form	
3a) Values-interests	Interview Form	EPIC S-11
3a) Abilities	Career Packet	EPIC S-14
3a) Achievements	Career Packet	
3c) Obstacles	Donna Stull Form	EPIC S-13
3d) Areas of study	Career Packet	EPIC S-7, S-16
4a) Locate employer	Donna Stull Form	
4b) Job interview	Donna Stull Form	Orange 7c
4b) Behavior/appearance	Employer Evaluation Form	Orange 7c
4c) Application/resume	Donna Stull Form	
5) Salable skills	Computer Printout	EPIC S-14
5b) Employer verification of competency	Employer Evaluation Form	
4d) Interpersonal relations		Orange 7a
4d) Work habits		Orange 7b
6) Test scores	Standardized Data	
6) Attendance records	Dorothy Barnes	
7a) Jobs on school exit	Sally Buske	

Should you be aware of data for the following objectives, please bring it to my attention.

3b) Matching et. al.
5) Beginning competencies
5a) Course certificates
6) Grade point averages
6) Suspension records
7a) Training program
7b) Adequacy of career preparation

Also, please notice that, from the standpoint of data, objectives 2a (subject area skills) and 3d (areas of study) will be combined. Objectives 3a (abilities) and 5 (salable skills) should be combined.

Should you approve of this approach, we shall proceed with the data reduction and analysis.

Sincerely,

Dr. Tom Justiz
External Evaluator

TBJ/dd

Enclosure

APPENDIX B

Students Dropped from the Population Sampled

APPENDIX B

The following students were deleted from the total population for not filling out forms I, A, B, or C:

Lester Anderson
Sean Anderson
Sylvain Auclair
Leonard Bailey
Mervin Bain
Dave Bauerst
Karen Beach
Heidi Beaver
Daniel Bell
Tammi Bell
Kenneth Bicking
Ed Blaker
Pamela Boomhauier
Chris Bracken
Cindy Burns
Wayne Byrd
Danny Campbell
Joe Cannon
Donald Chapman
Cindy Chiado
Ingram Clayton
Cathy Colamatto
Bobby Crocker
Barbara Crookphank
Bradley Cupp
Lori Dennick
David Doucette
Susie R. Duman
Delphine Edward
Noreen Eidson
Johnny Evans
George Farley
Tom Ferlite
Wilamena Flemmings
Victor Foster
James Frazier
Diana Gardner
Johnny Gardner
Gladys Gibson
Audrey Graham
Rose Green
Dawn Gutierrez
Ric Gutierrez
Hope Haight
Delanne Hamilton
Michael Harbin
John Harmon
Eric Hartman
Melinda Hay
Annie Henderson
Annie Hicks
James Hudson
Mario J. Ibanez
Faith Jeffersen
James John
Barbara Johnson
Linda Johnson
Jo Anne Kamay
Mike Keen
Sandra Kelly
Chan Keung
Joyce Lane
Vernon Lee
Scot Leff
Danny Lewis
Cindy Libert
Timothy Loftis
Lynda Machurick
Bernard Manuel
Carol Marcus
Carlos Mario
Dianne Masiello
Randall McKelly
Mary Lou Metts
John Min
Dawn Meauero
Lawrence Molley
Sandy Mollohan
Ereelino Moore
Frank Moreno
Teresa Nara
Lee L. Nastasi
Thomas Negron
David Newman
Ron Nickerson
Peggy Noble
Mary Lou Novello
Liz Pena
Joseph Perrone
Martha Pieta
Wilfredo Pogan
Kathy Purcell
Robby Ramirez
Mike Rash
Mary Lou Renner
Tony Richardson
Michelle Rio
Ardesta Robinson
Ricky Rodriguez
Richard Rosen
Jeff Rosenblatt
Mike Rothschild
Margaret Savine
Robert Schmidt
Mary Lee Shaw
Christine Smith
Susan Smith
Connie L. Stripp
Darbi Surdi
Kenny Tallent
Diane Tumasz
Rentz Turner
Elias Vazquez
Derik Ware
Jacqueline Warner
Michelle Weaver
Randall White
Jeannie Wilkinson
Desi Williams
George Williams
Kenneth Williams
Menuin Williamson
Pablo Zudiga

Dale Betzler
Wanda Collins
Steve Elberling
Jon Ieslin
James Marett
Cheryl McCoy
William McKay
Roy Partagas
James Preston
Von Robinson
Mildred Robotham
Patty Sattler
Earl Saunders
Russell Todd
Anthony Webb

APPENDIX C

Reduced Data for Part I

1a	1b	1c	2a	3a	3b	3c	3d	3e	3f	3g	3h	3i	3j	4a	4b	4c	4d	4e	4f	4g	4h	5a	5b	5c
Mary Beth Affolter	Y		Practical Nurse											Y	4	Y	Y	Y	Y	Y	Y	Y	Y	Y
Craig Allen	Y	Y			N		N		N	N	Y	Y		Y	3		Y	Y	N	Y	Y	Y	Y	Y
Keith B. Allen		Y	Scorekeeper/Dental Aide	Y	Y	Y	Y	N	N	Y	Y			Y	4	Y	Y	Y	Y	Y	Y			
Angela Anderson		Y			Y	Y	Y	Y	N	Y	Y			Y	2		Y	N	Y	N	Y			
Sherry Baker	Y		Vet's Aide											Y	4	Y	Y	Y	Y	Y	Y	Y	Y	Y
Larry Beasley	Y	Y	TV Install. Mech.	N	Y	Y	N		N	N	N			Y	2	N	N	Y	N	Y	Y			
Amy Beidler		Y				Y	Y	Y	N	N	Y	Y	Y	Y	4		Y	N	Y	Y	Y			
Cedric Billings	Y								N	N	Y	Y	Y	Y	4		Y	N	Y	Y	Y	Y	Y	Y
Rosalind Bolton	Y	Y			Y	Y	Y	Y	N	Y	Y	Y		Y	6		Y	Y	Y	Y	Y	Y	Y	Y
Theresa Bogert		Y	Model	N	Y	Y	N		Y	Y				Y	5	Y	Y	N	Y	Y	Y			
Margie Brannen	Y	Y			Y	Y	Y	Y	Y	N	Y	Y	Y	Y	1		Y	N	Y	Y	Y	Y	Y	Y
Deborah Brown	Y	Y	Private Teacher	N	Y	Y	Y	N	N	Y	Y			Y	3	Y	Y	Y	Y	Y	Y		Y	Y
Barbara Burton	Y	Y			Y	N	N	Y	N	Y	N	Y		Y	4		Y	N	Y	Y	Y	Y	Y	
Brenda Bush	Y	Y	Batik Designer	N	Y	N	Y	N	N	Y		Y	Y	Y	7	Y	Y	Y	N	Y	Y	Y	Y	Y
Doreen Caucro	Y	Y	Nurse's Aide	N	Y	Y	Y		Y	N	Y	Y	Y	Y	6	Y	Y	Y	Y	Y	Y	Y	N	Y
William Carmichael		Y	Auto Mechanic	N	Y	Y	Y		N	Y	Y			Y	3	Y	Y	Y	Y	Y	Y			
Gareth Chambers	Y	Y	Auto Mechanic	N	Y	N	Y				Y			Y	5	Y	Y	N	Y	Y	Y	Y	Y	Y
Constance Condon	Y		Practical Nurse											Y	2	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cynthia Conover	Y	Y	Practical Nurse	N	Y	N	Y	Y	N	Y				Y	6	Y	Y	Y	Y	Y	Y	Y	Y	Y
Daniel Cooper	Y	Y			Y	N	N	Y	N					Y	3		Y	N	Y	Y	Y	Y	Y	Y
Latanya Cotton	Y	Y	Secretary	N	Y	N	Y	N		Y	Y		Y	Y	4	N	Y	Y	Y	Y	Y	Y	Y	Y
Ramon Coven		Y			Y	Y	Y	N	N	Y	Y	Y	Y	Y	4		Y	N	Y	Y	N			
Cynthia D'Amour	Y	Y	Reporter	N	Y	Y	Y	Y	Y	N	Y		Y	Y	5	Y	Y	N	Y	Y	Y	Y	Y	Y
Maree Davis	Y	Y			Y	Y	Y	N	N	Y	Y	Y	Y	Y	5		Y	Y	Y	Y	Y		Y	Y
Nicholas DeRosa	Y	Y	Auto Mechanic	N	Y	Y	N	Y	Y	Y		Y	Y	Y	4	N	Y	Y	Y	Y	Y	Y	Y	Y
William DiFruscio	Y	Y	Carpenter	N	Y	Y	N	N	N	N	Y			Y	5	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marc T. Duane	Y	Y	Private Teacher	Y	N	N	N	N	N	N	N	Y	Y	Y	1	N	N	N	Y	Y	Y	Y	Y	Y
Melissa Dunn	Y	Y			Y	N	N	Y	N	Y				Y	5		Y	N	Y	Y	Y	Y	Y	Y
Theresa Durden		Y	Practical Nurse	N	Y	N	Y	N	Y	N	Y			Y	3	Y	Y	Y	N	Y	Y			
Merry Ellefsen	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	4		Y	N	Y	Y	Y	Y	Y	Y
Vivian Everheart		Y	Nurse's Aide	N	Y	Y	Y	N	Y	Y				N	1	Y	N	Y	N	N	Y			
Lillie Felder	Y	Y	Practical Nurse	N	Y	Y	N	N	Y	N		Y		Y	4	Y	Y	N	Y	Y	Y	Y	Y	Y
Phillip Fusco	Y	Y			N	N	N	Y	Y	N	N	Y	Y	Y	4		Y	Y	Y	Y	Y	Y	Y	Y
Brenda Garcia		Y	Receptionist	N	Y	Y	Y	Y	N	Y	Y	Y		Y	4	Y	Y	N	N	Y	Y			
Carlos Garcia		Y	Rec. Leader, I Par	N	N	Y	N	N	Y	N	N	N	N	Y	7	Y	Y	N	Y	Y	Y			
Chris Garisto	Y	Y			Y	N	Y	Y	Y	Y		Y	Y		1		N	N	N	N	Y	Y	Y	Y
Renee Gauthier		Y	Legal Secretary	Y	Y	Y	Y	N	N	N				Y	4	Y	Y	Y	Y	Y	Y			
Carla Gonzalez	Y	Y	Secretary	N	Y	Y	N	Y	N	Y	Y	Y	Y	Y	6	Y	Y	Y	Y	Y	Y	Y	Y	Y
Juan R. Gonzalez	Y	Y	Programmer Trainee	N	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	6	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brian Goulet		Y	Auto Mechanic	N	Y	Y	Y	Y	N	Y	Y			Y	4	Y	Y	N	Y	Y	Y			
Violet Gross	Y	Y	Legal Secretary	N	Y	Y	N	Y	N	Y	Y	Y	Y	Y	8	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sonya Hagen		Y	Vet's Aide	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	5	Y	Y	Y	Y	Y	Y			
Larry Hardin		Y	Sign Painter	N	Y	N	Y	N	N	Y	Y	Y	Y	Y	5	Y	Y	Y	Y	Y	Y			

1a	1b	1c	2a	3a	3b	3c	3d	3e	3f	3g	3h	3i	3j	4a	4b	4c	4d	4e	4f	4g	4h	5a	5b	5c
Kelvin L. Harris	Y	Y			Y	N		N						Y	3		Y	N	Y	Y	Y	Y	Y	Y
Richard Haskins	Y	Y			Y	Y	Y	N	N	Y	Y			Y	4		N	Y	Y	Y	Y	Y	Y	Y
Patrick Heidt		Y			Y	Y		Y	N	Y				Y	4		Y	N	Y	Y	Y			
Sonia Hendricks	Y	Y			Y	N	Y	N	N					Y	3		Y	N	N	Y	Y	N	Y	Y
Juan Herrera		Y			Y	Y	Y	Y	N	Y	Y	Y	Y	Y	3		Y	N	Y	Y	Y			
Kevin Higgins	Y	Y			Y	Y	Y	Y	N	N	Y	Y	Y	Y	2		Y	N	N	Y	Y	Y	Y	Y
Roxanne Howarth		Y	Nurse's Aide	N	Y	N	Y	N	Y	N	Y			Y	4	Y	Y	Y	N	Y	Y			
Norman Hutchings	Y	Y			Y	N	Y	N	Y	Y	Y	Y	Y	Y	6		Y	N	Y	Y	Y	N	Y	Y
Michael Jankowski		Y	Auto Mechanic	N	N	N	Y	N	N	Y				Y	8	Y	Y	N	Y	Y	Y			
Pamela Johnson	Y	Y	Legal Secretary	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	3	Y	Y	Y	Y	Y	Y	Y	Y	Y
Linda Jones	Y	Y	Photographer	N	Y	Y	Y	Y	N	Y	Y	Y	Y	N	0	N	N	Y	N	N	N	N	Y	Y
Tracy Kede		Y			Y	Y	N	Y	N	Y	Y	Y		Y	6		Y	N	Y	Y	Y			
Robert Kerr		Y			Y	Y	Y	Y	N	Y	Y			Y	4		Y	N	Y	Y	Y			
Mark Lazzaro	Y	Y	Scorekeeper, Part-time		N	Y	Y	N	Y	Y	Y	Y	Y	Y	4	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gail Lee		Y			Y	N	Y	N	N	Y	Y	Y		Y	4		Y	N	Y	Y	Y			
Rita Manguso	Y	Y	Operator (All Machines)	N	N	Y	N	N	Y	Y	N	Y	Y	Y	4	N	Y	N	Y	Y	Y	Y	Y	Y
Linda McCree		Y	Psychiatrist's Aide	N	Y	Y	Y	N	N	N	Y	Y	Y	Y	3	Y	Y	Y	Y	Y	Y			
Lisa Megill		Y	Display Artist	N	N	Y	N	Y	Y	N	N			Y	5	N	Y	Y	Y	Y	Y			
Vinnie Merra		Y	Auto Mechanic	N	Y	Y		N	N	Y	Y			Y	6	N	Y	Y	Y	Y	Y			
Jeff Mikell		Y			Y	N	Y	N	N	Y	Y	Y	Y	Y	1		Y	N	Y	Y	Y			
Tammy Morin	Y	Y	Practical Nurse	N	N	Y	N	N	N	N	N	N	Y	Y	4	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jeffrey Mosley		Y			N	Y	Y	Y	N	Y	N			Y	3		Y	N	Y	Y	Y			
Walter Murrelle		Y			Y	N	N	N	N	Y	Y	Y		Y	3		Y	N	Y	Y	Y			
Katrina Osborne	Y	Y			Y	N	Y	Y	Y	Y	Y	Y	Y	Y	7		Y	N	Y	Y	Y	N	Y	N
Hugo Parlanti		Y			Y	N	N	N	N	Y	Y	Y		Y	4		Y	N	Y	Y	Y			
Sandra K. Peavy		Y	Secretary	N	Y	Y	Y	N	N	N	Y	Y		Y	5	Y	Y	Y	Y	Y	Y			
Marietta Perkins		Y	Practical Nurse	N	Y	N		N	N	N		Y	Y	Y	4	Y	Y	Y	Y	Y	Y			
Beverly Pitts		Y	Vet's Aide	N		Y	N	N	N		Y			Y	6	Y	Y	Y	Y	Y	Y			
Marilyn E. Pryor		Y	Nurse's Aide	Y	Y	Y		N	Y	Y				Y	2	Y	Y	Y	Y	Y	Y			
Donville Roberts	Y	Y	Auto Mechanic	N	Y	Y		N	Y	N	N			Y	2	Y	N	Y	Y	Y	Y	Y	Y	
Linda Roberts	Y	Y	Practical Nurse	N	Y	N	Y	N	N	Y	Y	Y		Y	8	Y	Y	Y	Y	Y	Y	Y	Y	Y
Terri Robinson		Y	Model			Y		Y	Y	Y	N	Y		Y	3	Y	Y	Y	Y	Y	Y			
Tony Robinson		Y			Y	Y	Y	Y	N	Y	Y	Y	Y	Y	8		Y	N	N	Y	Y			
Colleen St. John	Y		Secretary											Y	7	N	Y	Y	Y	Y	Y	Y	Y	Y
Janine Sanks		Y	Practical Nurse	Y	Y	N		N	N	Y				Y	1	Y	Y	N	Y	Y	Y			
Ricki Schaeffer	Y	Y	Doctor's Aide	N	Y	Y	Y	Y	N	N	Y	Y	Y	N	4	N	N	Y	N	N	Y	Y	Y	Y
Ron Schooley	Y	Y	Ranch Hand	N	Y	Y		N	Y	N	Y			Y	4	Y	Y	Y	Y	Y	Y	Y	Y	Y
Albert Seidenstucker	Y	Y			Y	Y	Y	Y	N		Y		Y	Y	4		Y	N	N	Y	Y	Y	Y	Y
Dwayne Shepard	Y	Y	Exercise Instructor	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	5	N	Y	Y	Y	Y	Y	Y	Y	Y
Tony Skinner	Y													Y	4		Y	N	Y	Y	N	Y	Y	Y
Bert Smith	Y																					Y	Y	Y

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1a	1b	1c	2a	3a	3b	3c	3d	3e	3f	3g	3h	3i	3j	4a	4b	4c	4d	4e	4f	4g	4h	5a	5b	5c
Irene L. Smith		Y	Practical Nurse	N	Y	Y	N	Y	N	N	Y	Y	Y	N	0	N	N	N	N	N	Y			
Margi Stenberg		Y	Vet's Aide	Y	Y	N	Y	Y	Y	Y	Y	Y		Y	1	Y	Y	N	Y	Y	Y			
Kathy Stipes	Y	Y	Secretary	N	Y	Y	Y	N	N	Y	Y		Y	Y	3	Y	Y	Y	Y	Y	Y		Y	Y
Margaret Strayf	Y	Y	Doctor's Aide	N	N	Y	Y	Y	N	N	Y	Y	Y	Y	4	Y	Y	Y	Y	Y	Y	Y	N	Y
Lynval Sutherland		Y	Carpenter	N	Y	Y	N	N	N	N	Y			Y	5	Y	Y	Y	Y	Y	Y			
Michael Tarbert		Y			Y	N	Y	Y	Y	Y	Y			Y	5		Y	N	Y	Y	Y			
Michael Tucker	Y		Carpenter											Y	4	Y	Y	N	Y	Y	Y	Y	Y	Y
Glenn Tumasz	Y	Y	Auto Mechanic	Y	N	Y	Y	N	Y	Y	N	Y	Y	Y	2	N	Y	Y	N	Y	Y	Y	Y	Y
Deborah Turnquest	Y	Y			Y	Y	Y	N	N	Y				Y	4		Y	N	Y	Y	Y	Y	Y	Y
Kelly Tuttle	Y	Y	Model	N	Y	N	N	Y	N	Y	Y	Y	Y	Y	8	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mishellann Ulett	Y	Y	Vet's Aide	N	Y	N	Y	N	N	Y	Y	Y	Y	Y	5	Y	Y	Y	Y	Y	Y	N	Y	Y
Joseph Villanueva	Y	Y	Calc. Machine Operator	N	Y	[illegible]	Y	Y	N	N	Y	Y		N	0	N	N	N	N	N	Y	Y	Y	Y
Sidney Wade	Y	Y			Y	N		N	N	N				Y	5		Y	N	Y	Y	Y	N	Y	Y
Dawn Wallworth		Y	Practical Nurse	Y	Y	N		Y	Y	Y				Y	4	Y	Y	Y	Y	Y	Y			
Linda Walters	Y		Secretary	N	N	Y								Y	3	N	Y	Y	Y	Y	Y	N	Y	N
Kimberly Ware		Y	Practical Nurse											Y	4	Y	Y	Y	Y	Y	Y			
Stephen Wasserman	Y		Sign Painter											Y	5	Y	Y	N	Y	Y	Y	Y	Y	Y
Sherri Lee Webb		Y	Key Punch Operator	N	Y	N	N	N	N	Y	Y	Y	Y	Y	4	Y	Y	Y	Y	Y	Y			
Sherry Wiggins	Y	Y	Dept. Store Salesperson	N	N	Y	Y	Y	Y	N	Y	Y	N	Y	3	N	Y	N	Y	Y	Y			Y
Bryan Williams	Y		Auto Mechanic											Y	4	Y	Y	N	Y	Y	Y	Y	Y	Y
Jane L. Williams	Y		Medical Secretary											Y	8	Y	Y	N	Y	Y	Y	Y	Y	Y
Sheila A. Williams		Y			Y	Y	N	Y	N	Y	Y	Y	Y	Y	8		Y	N	Y	Y	Y			
Tammy Willson		Y			Y	Y	N	Y	N	Y	Y	N		Y	5		Y	Y	Y	Y	Y			
Mark Wykle	Y	Y	Radio/TV Service	N	Y	Y	N	Y	N	Y	Y	Y	Y	N	0	N	N	N	N	N	Y	Y	Y	Y
Von Chea		Y			Y	Y	N	Y	Y	Y	Y	Y		Y	5		Y	N	N	Y	Y			

FINAL REPORT OF ORANGE COUNTY
B-O-P DEMONSTRATION SENIOR HIGH SCHOOL
COMPREHENSIVE CAREER EDUCATION MODEL

INTRODUCTION

An evaluation of the Occupational Specialists/Career Education Programs in Orange County, Florida was conducted in accordance with a performance contract in five phases, as follows:

Phase I - Development of Student Product Objectives and Related Instruments.
Phase II - Development of Evaluation Design.
Phase III - Collection of Data.
Phase IV - Reduction, Analysis and Reporting of Collected Data.
Phase V - Preparation and Production of Final Report.

PHASE I - OBJECTIVES AND RELATED INSTRUMENTS

Steps 1, 2, and 3:

On February 10th, prior to contract signatures, Dr. Justiz developed student performances for product objectives (by revising the BOP Consortium proposal objectives to make them more measurable in view of developed EPIC instruments), and submitted these to Bill Ripley. These objectives were revised by Bill Ripley into student product objectives within the framework of the eight elements of career education and to correspond with the senior high demonstration student product objectives and returned to Dr. Justiz.

On March 19th and 20th, these objectives were revised by Dr. Justiz and were accepted as preliminary by Bill Ripley on March 21st.

Steps 4, 5, and 6:

On March 30th, another meeting was held and the objectives were revised further, based on an instrument search. On March 31st, April 1st, 2nd, and 3rd, the objectives and resulting instruments were revised together and typed and submitted to Bill Ripley on April 4th.

The instruments were developed and/or selected in accordance with the following task analysis:

1a - Career Awareness (K-12) - EPIC instrument E-2.

1b - Career Awareness (3-6) - Redesigned EPIC instrument E-3 and items.

1c - Career Awareness (7-9) - New instrument and items.

*1d - Career Awareness (10-12) - Redesigned EPIC test items not presently being used.

*1e - Career Awareness (10-12) - EPIC instrument S-3a/b.

*1f - Career Awareness (10-12) - EPIC instrument S-5.

2a - Economic Awareness (3-6) - Redesigned EPIC instrument E-4 and items.

2b - Economic Awareness (7-9) - EPIC instrument M-4.

*2c - Economic Awareness (10-12) - EPIC instrument S-4b.

*3a/b - Attitudes and Appreciations for School and Work (3-12) - Revised EPIC instrument E-1 into school attitudes, developed twenty new items for work attitudes and combined into one instrument.

*4a - Self Concept, Job Expectations (7-12) - Revised EPIC diagnostic instrument and items.

*4b - Self Concept, Employee Traits (7-12) - Revised EPIC diagnostic instrument.

*4c - Self Concept, Employee Work Habits (7-12) - Revised EPIC diagnostic instrument.

*5a - Career Decision-Making (7-12) - EPIC instrument S-8.

*5b - Career Decision-Making (7-12) - EPIC instrument S-11.

*5c - Career Decision-Making (7-12) - EPIC diagnostic instrument.

*6a - Educational Awareness, Career Planning (7-12) - EPIC instrument S-13.

*6b - Educational Awareness, Career Planning (7-12) - EPIC instrument S-7.

*6c - Educational Awareness, Career Planning (10-12) - EPIC instrument S-10.

*6d - Educational Awareness, Career Planning (10-12) - EPIC instrument S-9.

*6e - Educational Awareness, Career Planning (10-12) - EPIC instrument S-12.

*7a/b - Beginning Work Competencies (10-12) - EPIC instrument S-14.

*8a - Employability Skills (10-12) - EPIC diagnostic instrument.

Steps 4, 5, and 6 cont.

After a review of the objectives and instruments by Bill Ripley and several conversations on April 11th and 12th, the student product objectives and some instrument titles were revised as well as changes and/or additions to the following instruments:

2a/b - Attitudes - Add two items on "all jobs are meaningful."

3a - New instrument on self-awareness.

5a - New instrument.

6d - Added four items from old 6c instrument which has been removed.

Note: * Denotes instruments utilized at senior high demonstration center.

PHASE II - EVALUATION DESIGN

The following dates were used to perform in accordance with the contract statements below: April 3, 11, 12, 15, 16, 17, 18, 19, 20, 1977.

Preliminary Steps: Instrument Administration Timing

The proposed (Phase I) instruments were categorized by elementary, middle/junior high, and senior high students and the total administration times were recorded. The following instruments were removed from the battery so that elementary students could complete in one hour, middle/junior high students in two hours, and senior high students in two and one-half hours:

Middle/Junior High	Senior High
4b - 10 minutes	4d - 10 minutes
6e - 10 minutes	5a - 10 minutes
	5b - 10 minutes
	6e - 10 minutes

The remaining instruments, by grade levels, are as follows:

Instrument Administration Timing

	Elementary (3-6)	Middle (7-9)	Senior (10-12)
Economics	1a - 5	1b - 10	1b - 10
Attitudes	2a/b - 10	2a/b - 10	2a/b - 10
Self-Awareness		3a - 10	3a - 10
		3b - 5	3b - 5
Career Awareness	4a - 10	4a - 10	4a - 10
	4b - 10		
			4c - 10
Educational Awareness	5a - 10	5a - 10	
		5b - 10	
			5c - 15
Career Decision-Making & Planning		6a - 5	6a - 5
		6b - 15	6b - 15
		6c - 5	6c - 5
		6d - 10	6d - 10
Employability Skills		7a - 5	7a - 5
		7b - 5	7b - 5
		7c - 5	7c - 5
Beginning Competencies			8a/b - 20
	0:45	1:55	2:20

Preliminary Steps: Scoring Keys and Answer Sheets

A separate set of scoring keys for elementary, middle/junior high, and senior high were developed so that data reduction could occur simultaneously. Two instruments will be used with answer sheets designed for data reduction. Several instruments were revised to facilitate scoring for more precise significant differences.

Step 1: Schools and Grades to be Tested		# Students
Elementary -	Lake Weston (E) 3, 4, 5	90
	Rock Lake (E) 3, 4, 5	90
	Chickasaw (E) 3, 4, 5	90
	Sadler (C) 3, 4, 5	90
Middle -	Robinswood (E) 7, 8, 9	180
	Cherokee (C) 7, 8, 9	180
Senior -	Evans (E) 10, 12	200
	Edgewater (C) 10, 12	200

Step 2: Matching Chart

This chart was supplied by the Career Education Project Director.

Step 3: Schedule for Testing (The Above Schools)

This schedule was supplied by the Career Education Project Director.

Step 4: List of Student Populations

This list was supplied by the Career Education Project Director at the data collection sites.

Step 5: Students Selected at Random

This procedure was performed by the Career Education Project Director in coordination with the contractor.

Step 6: Instructions for Students

Step 7: Administration Procedures

Step 8: In the Preliminary Steps, the following tasks were performed in order to facilitate statistical significance:

a. Instruments were categorized by elementary, middle/junior high, and senior high and the total administration times were recorded.

b. Several instruments were eliminated from the battery so that students could be administered the instruments comfortably within the following times.

(1) Elementary - 1 hour.
(2) Middle/Junior High - 2 hours.
(3) Senior High - 2 1/2 hours.

c. A separate set of scoring keys were developed for each educational level.

d. Instruments 6b and 8a/b were supplied with answer sheets.

e. The Student Product Objectives were adjusted to reflect these changes.

f. Several instruments were redesigned as the scoring keys were developed.

The remainder of the plan for determining statistical significance is as follows:

a. Experimental and control students will be randomly selected and tested.

b. Data will be reduced and analyzed accordingly.

c. A preliminary report of the statistical significance of experimental versus control groups will be submitted, based on the foregoing controls:

    (1) Instruments are identical.
    (2) Students are randomly selected from "equivalent" socio-economic and reading populations.
    (3) Administration times and environments are equivalent.

PHASE III - COLLECTION OF DATA

Data was collected using the instruments and procedures developed in Phases I and II, in accordance with the following schedule:

April 25, 1977 - Meeting for all test monitors - 9:30 AM.

Lake Weston, Grades 3, 4, and 5 - 1:30 PM -
Training session for all elementary monitors.

April 26, 1977 - Rock Lake (C), Grades 3, 4, and 5 - 9:00 AM.

April 27, 1977 - Robinswood, Grade 9 - 7:30 AM.

Cherokee (C), Grade 7 - 8:30 AM.

DEMOGRAPHIC COMPARISON

	ELEMENTARY				JUNIOR HIGH		SENIOR HIGH	
	Exp. 1 L.W.	Exp. 2 R.L.	Exp. 3 CH.	Cont. SAD.	Exp. R.W.	Cont. CH.	Exp. EVANS	Cont. E.W.
1) Occupation								
a) Professional/Managerial	10%	5%	22	8%	20%	15%	6%	31%
b) Sales, Technical, Clerical	35%	39%	31	36%	35%	30%	44%	37%
c) Blue Collar	35%	53%	39	40	20%	40%	50%	29%
d) Farm Workers	0	0	1	0	6%	0	-0-	-0-
e) Not reg. employed	10	1	4	10	6%	5	-0-	2%
f) On Welfare	10	2	3	6	13%	10%	-0-	1%
2) Income								
a) $20,000 or more	0	3	9	1	8%	5%	-0-	27%
b) $15,000 to $19,999	10	7	21	10	10%	25%	-0-	35%
c) $10,000 to $14,999	10	40	52	45	22%	30%	80%	19%
d) $ 5,000 to $ 9,999	60	47	15	35	40%	25%	20%	10%
e) Under $5,000	20	3	3	9	20%	15%	-0-	9%
3) Ethnic Group								
a) White	80	32	89	78	44%	72%	80%	82%
b) Black	20	68	1	25	55%	22%	18%	17%
c) American Indian	--	--	0	0	-0-	-0-	1%	5%
d) Spanish Surname	--	--	7	5	1%	5%	1%	3%
e) Oriental	--	--	3	2	-0-	1%		2%
4) Reading Level (Grade & G.E.)	(3) 3.7 (4) 4.9 (5) 5.7	(3) 2.8 (4) 3.1 (5) 4.2	(3) 3.7 (4) 4.7 (5) 5.7		5.7 6.8 7.9	5th 5th 5th	(10) 8.1 (12) 10.1	
5) Career Education	YES	YES	YES		YES	YES	YES	NO
6) ESEA Title I	YES	YES	NO		YES	YES	NO	NO

April 28, 1977 - Robinswood, Grade 7 - 7:30 AM
Chickasaw, Grades 3, 4, and 5 - 8:45 AM
Sadler (C), Grades 3, 4, and 5 - 9:00 AM
April 29, 1977 - Robinswood, Grade 8 - 7:30 AM
Cherokee (C), Grade 8 - 8:30 AM
May 2, 1977 - Cherokee (C), Grade 9 - 8:30 AM
May 3, 1977 - Edgewater (C), Grades 10 and 12 - 7:30 AM
May 4, 1977 - Evans, Grades 10 and 12 - 7:30 AM

Administration of Senior High Instruments

The senior high instruments are administered as follows:

4a - Worker Titles

This is a ten minute, controlled time instrument. Students are told to write their name, grade and school in the spaces provided. Directions are read aloud twice and students are reminded to write on the back of the page if more space is necessary. After ten minutes, the tests are collected, and instrument 6b is distributed with answer sheet.

6b - Career Interests

This is a fifteen minute instrument. Students are told to write their name, grade and school on the answer sheet and to make all of their marks on the answer sheet. As each student completes this form, the test and answer sheet are collected and instrument 8 a/b is distributed with answer sheet.

8a/b - Work Skills

This is a twenty minute instrument. Students are told to write their name, grade and school on the answer sheet and to make all of their marks on the answer sheet. As each student completes this form, the tests and answer sheet are collected and the remaining instruments are distributed together.

Students are to read the directions, to work as fast as they can through all of the instruments, and to raise their hand if they have a question on any instrument. (The remaining instruments have an estimated working time of 95 minutes.) The students are told to write their name, grade and school on all instruments.

1b - Economic Awareness

This is normally a ten minute instrument.

2a/b - Attitudes

This is normally a ten minute instrument.

3a - Self-Awareness

This is normally a ten minute instrument.

3b - Job Expectations

This is normally a five minute instrument.

4c - What Workers Do

This is normally a ten minute instrument.

5c - Education, Training Requirements

This is normally a fifteen minute instrument.

6a - Communications

This is normally a five minute instrument.

6c - Career Planning Characteristics

This is normally a five minute instrument.

6d - Career Planning Activities

This is normally a ten minute instrument.

7a - Interpersonal Relations

This is normally a five minute instrument.

7b - Work Habits

This is normally a five minute instrument.

7c - Job Interview

This is normally a five minute instrument.

As each student turns in the set of instruments, ask the student to check to make sure all of the forms are completed and that their name, grade and school are on the forms. The student is given the Student Critique form. When this form is completed, the student is free to return to class.

Results, General Discussion

The results for the various treatment and grade level groups are presented in Table 17. Since the tests are conceptually related and are the result of an integrated career education program, the most appropriate statistical technique is multivariate analysis of variance. Since there are two treatments as well as two grade level groups, a 2 x 2 design was used. The results of the multivariate grade by treatment test are contained in Table 18. This test is significant as are three of the univariate comparisons. The results of the test for grade effect are contained in Table 20. It reveals a significant grade effect as well as seven univariate tests which are significant. The test for a treatment effect is contained in Table 22. The overall test is significant as are five of the univariate tests. Results for tests of work skills are contained in Tables 24 - 26. The results from the analysis of student contacts reported in the critique section are contained in Tables 27 - 28.

Discussion - The results for each instrument are discussed in order to provide a basis for discussion of the overall results which follow.

The test of economic knowledge reveals both grade and treatment effects. In general, students at higher grade levels reveal higher levels of economic knowledge. The control students display higher levels of economic knowledge than those in the career education program.

The instrument measuring attitudes toward school revealed no grade differences. There is a difference in the number of negative statements by career education students, but no difference in the number of positive statements.

In attitude toward work, there is no difference between groups, but both groups become more negative and less positive as they go up in grade level.

Of the three self-awareness instruments, there is a statistically significant result only in terms of one instrument. On that instrument, the control group is initially higher than the career education group, but this position is reversed by the eleventh grade.

The instrument measuring job expectations reveals no difference between grade levels, but there is a treatment difference favoring the control group.

For the worker titles instrument, the situation is reversed; the career education group is distinctly superior. Again, there is no difference in knowledge favoring those students in the higher grades.

For the instruments measuring student knowledge of the appropriate courses for particular careers and the education and training requirements for workers, there was no grade level difference. However, there was a treatment difference favoring the control group in each case.

The situation is reversed in amount of communications about careers. On this instrument, the career education students report higher levels of communication.

The instrument measuring the number of occupations in which students are and are not interested revealed no differences in interests reported for either grade or treatment group.

Two instruments measure students with regard to career planning. The first instrument measures student knowledge regarding career planning. On that instrument, there was no grade or treatment effect. There was a treatment difference on the instrument measuring career planning activities. This difference favored the career education group.

On the three instruments measuring employability skills, there were generally no grade or treatment effects found. The one exception was on the instrument measuring job interview skills, where there was a slight decline in scores across grade level.

In terms of the overall multivariate interaction, it was generally the result of the eleventh grade career education doing better relative to the control career education group than did the respective tenth grade group. The one exception was job expectations. For this instrument, the control group expanded its existing lead.

The multivariate grade effect was a mixed bag. Overall, it was in the direction of more knowledge at higher grade levels, except for the job interviews instrument. However, attitudes toward work became less positive. It is also well to remember that on considerably more than half of the instruments, there was no difference between grade level groups.

Overall, there are a number of dimensions along which the control and career education groups differ. Generally, the control group is higher on the knowledge instruments, with the single exception of knowledge of worker titles. However, the career education group is higher in terms of career development activities reported. The control group also reports fewer negative aspects of their school experience and has a generally higher level of job expectations.

The inventory of work skills presents no clear trends. For skills learned on the job, there is a statistically significant interaction indicating that while the control students have more work skills in the tenth grade, the situation has reversed for the eleventh grade sample. Surprisingly, the control students report far more skills learned in vocational classes, in addition to which there is an interaction effect which indicates that the gap is widening for the eleventh grade sample. For skills learned at home, there is also an interaction with the career education sample being lower initially but reversing the situation for the eleventh grade sample.

The critique data that reports student contacts during middle school indicates that the students in the career education sample perceived having more teacher contacts than did the control sample during middle school. Also, there is a marked difference in number of occupational specialist contacts reported in both samples between the tenth and eleventh graders.

For contacts reported during high school, there are no differences between treatment and grade level groups in terms of teacher contacts. For counselors and occupational specialists, both groups report that contacts are higher during the eleventh grade. There are also significant treatment and interaction effects. For the counselors, the control students report a higher number of contacts than do the career education students. The gap widens for the eleventh grade sample. For occupational specialists, the opposite is true. Career education students report more contacts and again the gap widens for the eleventh grade sample.

While there is a clear multivariate effect statistically, what it means conceptually is far from clear. In general, the effects seem to balance each other. In terms of overall contacts, the career education students do not report a substantially greater number of contacts. There are clear differences in the people who make the contacts, but it is not clear from the available data the exact nature of their varying contributions.

Table 17 - High School

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- MEANS AND STANDARD DEVIATIONS

         TRT                           1            1            2            2
         GRADE                         1            2            1            2

V1                MEAN          15.69091     16.68966     16.56140     18.01887
                  SD             3.29912      3.28520      3.07070      3.11628
                  N                   55           29           57           53

V2                MEAN           8.09091      7.82759      8.91228      8.73245
                  SD             3.43335      3.99168      3.87428      3.78945
                  N                   55           29           57           53

V3                MEAN           3.43636      4.41379      3.00000      2.90566
                  SD             2.46279      2.77125      2.54951      2.41202
                  N                   55           29           57           53

V4                MEAN          12.10909     10.55172     11.85965     10.75472
                  SD             4.33621      4.78529      3.56290      3.03128
                  N                   55           29           57           53

V5                MEAN           1.60000      3.03448      1.78947      2.28302
                  SD .           1.57056      2.65226      1.88733      2.26493
                  N                   55           29           57           53

V6                MEAN            .89091      1.00000      1.00000       .96226
                  SD              .59854       .70711       .73193       .61900
                  N                   55           29           57           53

V7                MEAN          46.89091     47.75862     45.57895     45.35849
                  SD             6.91395      7.14470      7.39678      7.19266
                  N                   55           29           57           53

V8                MEAN          57.00000     58.10345     58.66667     56.07547
                  SD             6.50356      4.55480      5.45019      5.82385
                  N                   55           29           57           53

V9                MEAN          57.05455     56.62069     58.59649     55.92453
                  SD             7.23013      7.44222      8.89394      6.57749
                  N                   55           29           57           53

V10               MEAN           4.63636      4.68966      4.66667      5.39623
                  SD             1.22268      1.83866      1.20028      1.21433
                  N                   55           29           57           53

V11               MEAN          41.80000     52.31034     37.84211     37.15094
                  SD            12.74304     15.98236     10.40568     12.79483
                  N                   55           29           57           53

V12               MEAN          14.85455     16.27586     15.10526     15.96226
                  SD             2.82462      2.72418      2.64362      2.48814
                  N                   55           29           57           53
```

Table 17 - High School Continued

```
V13            MEAN        8.20000       8.58621       9.63158       9.32075
               SD          2.94014       3.55083       2.47582       3.39555
               N                55            29            57            53

V14            MEAN       30.90000      34.34483      34.45614      34.28302
               SD          5.09593       6.46571       4.84057       6.59655
               N                55            29            57            53

V15            MEAN       48.56364      47.17241      51.24561      49.81132
               SD          9.22309       8.49399       8.12465       7.34862
               N                55            29            57            53

V16            MEAN       93.09091      95.27586      99.96491      94.28302


               SD         20.83380      23.74853      19.54387      26.58685
               N                55            29            57            53

V17            MEAN       12.81818      11.27586       9.98246      11.11321
               SD         11.44082      12.72763       8.40597      11.61673
               N                55            29            57            53

V18            MEAN       10.87273      11.27586      11.54386      11.66038
               SD          2.70194       3.11559       2.29183       2.01860
               N                55            29            57            53

V19            MEAN       74.12727      73.82759      77.22807      78.43396
               SD         13.09517      11.97637      12.35056      11.65120
               N                55            29            57            53

V20            MEAN        5.98182       5.82759       6.05263       6.01887
               SD          1.61579       1.83359       1.20150       1.53786
               N                55            29            57            53

V21            MEAN        6.20000       5.89655       6.43860       6.22642
               SD          1.85991       1.58891       1.41444       1.62483
               N                55            29            57            53

V22            MEAN        7.00000       6.86207       7.38596       6.92453
               SD          1.23228       1.24568        .90147       1.32794
               N                55            29            57            53

NUMBER OF OBSERVATIONS ACCEPTED =        194
```

Table 18 - High School

Treatment by Grade

```
                                  WILKS                         HYPOTHESIS        ERROR          SIGNIF.
            EIGENVALUE           LAMBDA             F              D. F.          D. F.            OF F

    1          .23989            .80652          1.84281        22.00000       169.00000          .01640

HOTELLING TRACE CRITERION =             .23989
LARGEST ROOT CRITERION    =             .19348
     S =        1    M =    10          N =    83 1/2

UNIVARIATE F-TESTS WITH (        1              ,             190          ) D. F.

VARIATE          HYPOTHESIS         ERROR        HYPOTHESIS        ERROR                          SIGNIF.
                 SUM OF SQ.      SUM OF SQ.       MEAN SQ.       MEAN SQ.            F              OF F

V1                  2.36227      1922.96057        2.36227       10.12089          .23341          .62957
V2                   .23116      2669.96177         .23116       14.05243          .01645          .89808
V3                 12.89555      1209.09006       12.89555        6.36363         2.02645          .15622
V4                  2.29800      2845.20638        2.29800       14.97477          .15346          .69564
V5                  9.93938       796.39392        9.93938        4.19155         2.37129          .12525
V6                   .24202        83.26998         .24202         .43826          .55222          .45833
V7                 13.29321      9764.73922       13.29321       51.39336          .25866          .61163
V8                153.24367      6611.05444      153.24367       34.79502         4.40418          .03717
V9                 56.23404     11053.08136       56.23404       58.17411          .96665          .32677
V10                 5.13423       268.28008        5.13423        1.41200         3.63614          .05805
V11              1408.60887     30497.37830     1408.60887      160.51252         8.77569          .00344
V12                 2.13099      1351.92242        2.13099        7.11538          .29949          .58484
V13                 5.45434      1762.64481        5.45434        9.27708          .58794          .44417
V14               155.18309      6142.24679      155.18309       32.32761         4.80033          .02967
V15                  .02083     13118.33981         .02083       69.04389          .00030          .98616
V16               694.76651     97377.02310      694.76651      512.51065         1.35561          .24576
V17               151.45939     22578.27813      151.45939      118.83304         1.27456          .26034
V18                  .92224      1171.92934         .92224        6.16805          .14952          .69943
V19                25.44746     28877.30098       25.44746      151.98579          .16743          .68286
V20                  .16292       438.94299         .16292        2.31023          .07052          .79087
V21                  .09351       506.80776         .09351        2.66741          .03506          .85168
V22                 1.17490       262.65516        1.17490        1.38240          .84990          .35775
```

Table 19 - High School

```
CORRELATIONS BETWEEN DEPENDENT AND CANONICAL VARIABLES
          CAN. VAR.
VARIABLE               1

V1                 -.07158
V2                 -.01908
V3                  .21085
V4                 -.06802
V5                  .22809
V6                  .11067
V7                  .07533
V8                  .31085
V9                  .14567
V10                -.28245
V11                 .47879
V12                -.08106
V13                 .11367
V14                 .37453
V15                 .00257
V16                 .17246
V17                -.16722
V18                 .05727
V19                -.06061
V20                -.03934
V21                -.02773
V22                 .18655
```

Table 20 - High School

```
MULTIVARIATE TEST OF SIGNIFICANCE                 Grade

                              WILKS                          HYPOTHESIS           ERROR             SIGNIF.
              EIGENVALUE      LAMBDA            F            D. F.                D. F.              OF F

     1          .27202        .78615         2.08961        22.00000            169.00000           .00477

HOTELLING TRACE CRITERION =            .27202
LARGEST ROOT CRITERION    =            .21385
     S =        1    M =    10        N =    83 1/2

UNIVARIATE F-TESTS WITH (      1           ,          190          ) D. F.

VARIATE         HYPOTHESIS        ERROR        HYPOTHESIS         ERROR                            SIGNIF.
                SUM OF SQ.     SUM OF SQ.       MEAN SQ.        MEAN SQ.            F                OF F


V1               74.91656      1922.96857       74.91656        10.12089         7.40217            .00712
V2                1.47980      2669.96177        1.47980        14.05243          .10531            .74591
V3                5.48950      1209.09006        5.48950         6.36363          .86264            .35418
V4               77.28523      2845.20638       77.28523        14.97477         5.16103            .02422
V5               35.82298       796.39392       35.82298         4.19155         8.54648            .00388
V6                 .02306        83.26998         .02306          .43826          .05263            .81880
V7                2.33814      9764.73922        2.33814        51.39336          .04549            .83133
V8               54.27505      6611.05444       54.27505        34.79502         1.55985            .21332
V9              143.41360     11053.08136      143.41360        58.17411         2.46525            .11805
V10               9.53742       268.28008        9.53742         1.41200         6.75454            .01008
V11             702.07517     30497.37830      702.07517       160.51252         4.37396            .03782
V12              21.41023      1351.92242       21.41023         7.11538         3.00901            .08442
V13                .03116      1762.64461         .03116         9.27708          .00336            .95385
V14              84.24068      6142.24679       84.24068        32.32761         2.60584            .10813
V15              93.22875     13118.33961       93.22875        69.04389         1.35028            .24659
V16             282.51667     97377.02310      282.51667       512.51065          .55124            .45877
V17              18.39624     22578.27813       18.39624       118.83304          .15481            .69442
V18               2.53652      1171.92934        2.53652         6.16805          .41124            .52212
V19              16.19485     28877.30098       16.19485       151.98579          .10656            .74446
V20                .32006       438.94299         .32006         2.31023          .13854            .71015
V21               2.89137       506.80776        2.89137         2.66741         1.08396            .29914
V22               5.03401       262.65616        5.03401         1.38240         3.64151            .05786
```

Table 21 - High School

Grade

```
CORRELATIONS BETWEEN DEPENDENT AND CANONICAL VARIABLES
      -  CAN. VAR.
 VARIABLE                1

  V1                   .37844
  V2                 -.04314
  V3                   .12319
  V4                 -.31660
  V5                   .40665
  V6                   .03151
  V7                   .02967
  V8                 -.17373
  V9                 -.21840
  V10                  .36451
  V11                  .29951
  V12                  .24129
  V13                -.00866
  V14                  .22454
  V15                -.16163
  V16                -.10327
  V17                  .05473
  V18                  .08920
  V19                  .04541
  V20                -.05177
  V21                -.14482
  V22                -.26544
```

Table 22 - High School

```
MULTIVARIATE TEST OF SIGNIFICANCE          Treatment

                                   WILKS                        HYPOTHESIS          ERROR            SIGNIF.
              EIGENVALUE           LAMBDA            F             D. F.             D. F.            OF F

     1           .34933             .74111         2.68348       22.00000         169.00000         .0[illegible]

HOTELLING TRACE CRITERION =              .34933
LARGEST ROOT CRITERION    =              .25869
      S =       1    M =     10       N =   83 1/2

UNIVARIATE F-TESTS WITH (      1,          ,        190          ) D. F.

VARIABLE        HYPOTHESIS       ERROR          HYPOTHESIS       ERROR                            SIGNIF.
                SUM OF SQ.     SUM OF SQ.        MEAN SQ.       MEAN SQ.            F              OF F

V1               71.81445      1922.96857        71.81445       10.12089         7.09567          .00[illegible]
V2               34.78089      2669.96177        34.78089       14.05247         2.47508          .11727
V3               31.96819      1209.09006        31.96819        6.36363         5.02353          .02616
V4                2.83926      2845.20638         2.83926       14.97477          .18960          .66374
V5                 .22001       796.39392          .22001        4.19155          .05249          .81903
V6                 .13504        83.26598          .13504         .43826          .30812          .57943
V7              140.53665      9764.73922       140.53665       51.39336         2.73453          .09985
V8                 .06602      6611.05444          .06602       34.79502          .00190          .96530
V9                7.78646     11053.08136         7.78646       58.17411          .13385          .71498
V10               6.29854       268.28008         6.29854        1.41210         4.46055          .03611
V11            2987.19539     30497.37830      2987.19539      160.51252        18.61035          .00003
V12              12.78894      1351.92242        12.78894        7.11538         1.79737          .18157
V13              62.82331      1762.64461        62.82331        9.27708         6.77189          .00999
V14             262.78820      6142.24679       262.78820       32.32761         8.12891          .00484
V15             290.86421     13118.33981       290.86421       69.04389         4.21274          .04149
V16             544.78651     97377.02310       544.78651      512.51065         1.06299          .30396

V17             246.86108     22578.27613       246.86108      118.83304         2.07738          .15114
V18              16.47273      1171.92934        16.47273        6.16805         2.67065          .10387
V19             682.44331     28877.30098       682.44331      151.98579         4.49018          .03538
V20                .55341       438.94299          .55341        2.31023          .23955          .62510
V21               2.76921       506.80776         2.76921        2.66741         1.03817          .30955
V22               2.12562       262.65516         2.12562        1.38240         1.53764          .21650
```

Table 23 - High School

Treatment

```
CORRELATIONS BETWEEN DEPENDENT AND CANONICAL VARIABLES
        CAN. VAR.
VARIABLE                 1

V1                 -.32647
V2                 -.19311
V3                  .27511
V4                  .05345
V5                  .02812
V6                 -.06813
V7                  .20258
V8                 -.00535
V9                 -.04451
V10                -.25903
V11                 .52352
V12                -.16456
V13                -.31942
V14                -.34906
V15                -.25194
V16                -.12655
V17                 .17654
V18                -.20059
V19                -.26910
V20                -.06408
V21                -.12507
V22                -.15221
```

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Table 24 - High School

Work Skills and Critique

MEANS AND STANDARD DEVIATIONS

	TRT	1	1	2	2
	GRADE	1	2	1	2
V23	MEAN	2.60000	6.48276	5.56140	4.13208
	SD	6.78124	9.93414	11.14517	5.14795
	N	55	29	57	53
V24	MEAN	2.09091	1.27586	3.61404	7.69811
	SD	3.02013	2.01595	4.30173	12.45389
	N	55	29	57	53
V25	MEAN	1.96364	1.44828	2.85965	2.98113
	SD	2.69405	1.95642	4.87134	8.46825
	N	55	29	57	53
V26	MEAN	1.58182	2.13793	2.63158	2.30189
	SD	3.13103	2.57355	4.51043	3.26158
	N	55	29	57	53
V27	MEAN	1.40000	1.48276	1.36842	1.69811
	SD	2.92878	2.26181	2.86775	3.33158
	N	55	29	57	53
V28	MEAN	1.61818	2.75862	2.59649	3.22642
	SD	2.61400	3.99692	3.02289	4.42737
	N	55	29	57	53
V29	MEAN	.87273	2.13793	2.05263	2.75472
	SD	2.41948	3.19290	3.23166	6.02843
	N	55	29	57	53
V30	MEAN	4.96364	5.10345	4.40351	6.94340
	SD	4.80726	3.81112	5.17156	9.69023
	N	55	29	57	53
V31	MEAN	15.67273	20.75862	20.07018	17.75472
	SD	11.19533	14.01187	14.58241	12.67630
	N	55	29	57	53
V32	MEAN	3.25455	3.03448	2.66667	2.00000
	SD	2.75021	3.17898	2.48807	2.49843
	N	55	29	57	53
V33	MEAN	1.58182	1.37931	1.71930	1.52830
	SD	1.76059	2.14499	2.20190	2.23266
	N	55	29	57	53
V34	MEAN	1.61818	.31034	1.98246	.45283
	SD	2.03207	.89056	2.34133	.97233
	N	55	29	57	53
V35	MEAN	2.60000	3.75862	2.33333	2.62264
	SD	2.85190	3.14705	2.55883	2.13037
	N	55	29	57	53
V36	MEAN	1.21818	1.58621	1.22807	2.98113
	SD	1.67433	2.19606	1.69941	2.02381
	N	55	29	57	53
V37	MEAN	.67273	1.93103	.33333	.77358
	SD	1.45366	2.59024	.89310	1.12047
	N	55	29	57	53

Table 25 - High School

```
MULTIVARIATE TEST OF SIGNIFICANCE          Interaction

                         WILKS                     HYPOTHESIS       ERROR          SIGNIF.
         EIGENVALUE      LAMBDA          F           D. F.          D. F.           OF F

   1       .19442        .83722       2.28123      15.00000       176.00000        .00568


VARIATE     HYPOTHESIS       ERROR        HYPOTHESIS       ERROR                      SIGNIF.
            SUM OF SQ.    SUM OF SQ.      MEAN SQ.       MEAN SQ.        F            OF F
V23         316.78735     13580.55194     316.78735      71.47659      4.43204       .03658
V24         269.44777     10017.01714     269.44777      52.72114      5.11081       .02491
V25           4.55306      5556.95801       4.55306      29.24715       .15568       .69361
V26           8.80874      2407.26306       8.80874      12.66981       .69525       .40543
V27            .68454      1642.87435        .68454       8.64671       .07917       .77873
V28           2.92587      2347.29448       2.92587      12.35418       .23683       .62706
V29           3.55989      3076.21079       3.55989      16.19058       .21987       .63967
V30          64.66769      8035.16641      64.66769      42.29035      1.52914       .21777
V31         614.97808     32528.95005     614.97808     171.20500      3.59206       .05957
V32           2.23915      1360.06855       2.23915       7.15826       .31281       .57662
V33            .00149       826.92572        .00149       4.35224       .00034       .98527
V34            .55223       601.30325        .55223       3.16475       .17449       .67662
V35           8.48378      1323.62984       8.48378       6.96647      1.21780       .27119
V36          21.53576       701.43252      21.53576       3.69175      5.83348       .01667
V37           7.51282       411.92085       7.51282       2.16800      3.46532       .06421
CORRELATIONS BETWEEN DEPENDENT AND CANONICAL VARIABLES

        CAN. VAR.

VARIABLE              1

V23                .34638
V24               -.37196
V25               -.06492
V26                .13719
V27               -.04629
V28                .08007
V29                .07715
V30               -.20346
V31                .31183
V32                .09202
V33               -.00304
V34                .06873
V35                .18157
V36               -.39739
V37                .30628
```

Table 26 - High School

Grade

```
              EIGENVALUE         LAMBDA          F            D. F.          D. F.            OF F
      1         .51168           .66151       6.00373      15.00000      176.00000          .00001
HOTELLING TRACE CRITERION =              .51168
LARGEST ROOT CRITERION    =              .33849
      S =       1   M =      6 1/2    N =    87


UNIVARIATE F-TESTS WITH (       1            ,          190          ) D. F.

VARIATE        HYPOTHESIS        ERROR         HYPOTHESIS        ERROR                         SIGNIF.
               SUM OF SQ.     SUM OF SQ.        MEAN SQ.       MEAN SQ.          F              OF F
V23             25.58127     13580.55194       25.58127       71.47659         .35790          .55039
V24            201.25110     10017.01714      201.25110       52.72114        3.81728          .05219
V25               .89543      5556.95801         .89543       29.24715         .03062          .86129
V26               .04876      2407.26306         .04876       12.66981         .00385          .95060
V27              2.43072      1642.87435        2.43072        8.64671         .28112          .59659
V28             32.66775      2347.29448       32.66775       12.35418        2.64427          .10558
V29             40.37260      3076.21079       40.37260       16.19058        2.49359          .11597
V30            112.87217      8035.16641      112.87217       42.29035        2.66898          .10398
V31             23.41602     32528.95005       23.41602      171.20500         .13677          .71192
V32             10.88646      1360.06855       10.88646        7.15826        1.52083          .21902
V33              1.77907       826.92572        1.77907        4.35224         .40877          .52335
V34             96.18392       601.30325       96.18392        3.16475       30.39223          .00001
V35             19.30456      1323.62984       19.30456        6.96647        2.77107          .09763
V36             65.43800       701.43252       65.43800        3.69175       17.72547          .00004
V37             27.87477       411.92085       27.87477        2.16800       12.85734          .00043
CORRELATIONS BETWEEN DEPENDENT AND CANONICAL VARIABLES

          CAN. VAR.

VARIABLE                 1

V23                -.06067
V24                -.19815
V25                 .01775
V26                -.00629
V27                -.05377
V28                -.16492
V29                -.16015
V30                -.16569
V31                -.03751
V32                 .12507
V33                 .06484
V34                 .55912
V35                -.16883
V36                -.42699
V37                -.36366
```

Table 27 - High School

```
MULITVARIATE TEST OF SIGNIFICANCE                Treatment

                                  WILKS                              HYPOTHESIS          ERROR            SIGNIF.
               EIGENVALUE         LAMBDA               F               D. F.             D. F.             OF F

     1            .17692           .84967          2.07589          15.00000          176.00000          .01302

HOTELLING TRACE CRITERION =                   .17692
LARGEST ROOT CRITERION     =                   .15033
     S =          1    M =      6 1/2      N =      87



 UNIVARIATE F-TESTS WITH (        1            ,            190          ) D. F.

 VARIATE          HYPOTHESIS        ERROR         HYPOTHESIS         ERROR                               SIGNIF.
                  SUM OF SQ.     SUM OF SQ.       MEAN SQ.         MEAN SQ.             F                  OF F

 V23               41.39387    13580.55194        41.39387         71.47659           .57912             .44760
 V24              677.76852    10017.01714       677.76852         52.72114         12.85573             .00043
 V25               61.08320     5556.95801        61.08320         29.24715          2.08852             .15006
 V26               23.26604     2407.26306        23.26604         12.66981          1.83634             .17699
 V27                 .46400     1642.87435          .46400          8.64671           .05366             .81706
 V28               37.56551     2347.29448        37.56551         12.35418          3.04071             .08282
 V29               55.69692     3076.21079        55.69692         16.19058          3.44008             .06518
 V30               18.03599     8035.16641        18.03599         42.29035           .42648             .51451
 V31              110.90842    32528.95005       110.90842        171.20500           .64781             .42190
 V32               33.05842     1360.06855        33.05842          7.15826          4.61822             .03290
 V33                 .63393      826.92572          .63393          4.35224           .14566             .70315
 V34                 .29566      601.30325          .29566          3.16475           .09342             .76021
 V35               13.24161     1323.62984        13.24161          6.96647          1.90076             .16961
 V36               25.20713      701.43252        25.20713          3.69175          6.82796             .00969
 V37               15.02661      411.92085        15.02661          2.16800          6.93108             .00917
 CORRELATIONS BETWEEN DEPENDENT AND CANONICAL VARIABLES

             CAN. VAR.

 VARIABLE                  1

 V23                 -.13126
 V24                 -.61841
 V25                 -.24926
 V26                 -.23373
 V27                 -.03995
 V28                 -.30076
 V29                 -.31990
 V30                 -.11264
 V31                 -.13882
 V32                  .37065
 V33                 -.06583
 V34                 -.05272
 V35                  .23779
 V36                 -.45069
 V37                  .45408
```

Table 28 - High School

```
WITHIN    CELLS      CORRELATIONS OF CRITERIA (STD. DEV. ON DIAGONAL)
ADJUSTED FOR         0          COVARIATES

              V23          V24          V25          V26          V27          V28

V23         8.45438
V24          .18336      7.26093
V25          .12611       .54983      5.40806
V26          .00184       .23067       .45215      3.55947
V27          .13282       .19090       .16256       .34085      2.94053
V28         -.12092       .27729       .34593       .35509       .28256      3.51485
V29          .13094       .57588       .64218       .39193       .26327       .34924
V30          .03353       .34156       .58406       .24423       .19816       .23024
V31          .01435      -.01157       .18102       .21797       .16691       .32055
V32         -.04542      -.01026       .08781       .02748      -.05759      -.03307
V33         -.00574      -.11628      -.07720      -.03649       .07485      -.07603
V34          .00058      -.02718      -.09600       .05932       .07211       .03478
V35         -.08667      -.03921      -.03590      -.03596      -.06568      -.07086
V36          .05457       .15012       .24141       .12449       .00922       .03987
V37          .04384      -.07586      -.03458      -.06892       .00795       .03664

              V31          V32          V33          V34          V35          V36

V31        13.08453
V32         -.03065      2.67549
V33          .07136      -.07436      2.08620
V34          .19361      -.19605       .00120      1.77898
V35         -.06814       .53303      -.06657      -.14442      2.63941
V36          .05231      -.00953       .42115      -.14322      -.10047      1.92139
V37          .01731      -.04678       .17118      -.00700      -.19169       .12007


                   V29          V30


                4.02375
                 .41663      6.50310
                 .19526       .18783
                -.02902       .00758
                -.03494       .04309
                 .00590      -.01089
                -.09453       .02672
                 .19896       .15475
                -.11012       .08201
                 V37




                1.47241
```

Results By Student Product Objective

Student Product Objective	Dimension	Evaluation Instrument	Raw Scores				Other Results
			10th		12th		
			E	C	E	C	
1. For selected occupational areas of their choice, students will be able to identify and describe at least three representative careers.	Identifying Occupations	(4a) Recalling Worker Titles	41.8	52.3	37.8	37.2	10th: Control 12th: Control Interpretation: Significance, Control
		and Interest Inventories					A sample group of 238 tenth graders identified at least three representative careers.
	Describing Occupations	(4c) What Workers Do	14.9	15.3	15.1	16.0	10th: Control 12th: Control Interpretation: Non-Significance
2. For each career identified through objective one, students will be able to identify:							
a. The career and subject area skills involved.	Identifying Courses	(5a) Identifying Courses	8.2	8.6	9.6	9.3	10th: Control 12th: Experimental Interpretation: Non-Significance
b. The education and training required for entry.	Identifying Occupational Requirements	(5c) Educational/Training/Licensing and Union Requirements	30.8	34.3	34.5	34.3	10th: Control 12th: Experimental Interpretation: Non-Significance
c. The current salary range (from entry to highest level) and possible life style.	Knowledge of the Economics System	(1b) Free Enterprise System	15.7	16.7	16.6	18.0	10th: Control 12th: Control Interpretation: Significance, Control

Student Product Objective	Dimension	Evaluation Instrument	Raw Scores				Other Results
			10th		12th		
			E	C	E	C	
d. Ways in which the career contributes to the welfare of the individual, the family, and society.	Attitudes Toward Work	(2ab) Work Attitudes	12.1 1.6	10.6 3.0	11.8 1.8	10.8 2.3	10th: Experimental 12th: Experimental Interpretation: Non-Significant
	Job Expectations	(3b) Job Expectations	4.6	4.7	4.7	5.4	10th: Control 12th: Control Interpretation: Significance, Control
3. Students will be able to demonstrate self-awareness and decision-making skills by:							
a. Identifying their key abilities, values, interests, achievements and tentative career choices.	Identifying key abilities	(3a) Self-Awareness	46.9 57.1	47.8 56.6	45.6 58.6	45.4 55.9	10th: Control 12th: Control Interpretation: Non-Significance
	Identifying values	(2ab) School Attitudes	8.1 3.4	7.8 4.4	8.9 3.0	8.8 2.9	10th: Experimental 12th: Non-Difference Interpretation: Non-Significance
	Identifying Interests	(6b) Career Interests	93.1 12.8	95.3 11.3	100.0 9.0	94.3 11.1	10th: Control 12th: Experimental Interpretation: Non-Significance
	Identifying Achievements	None					No Data Collected
	Identifying Tentative Career Choices	Interest Inventory					A sample group of 238 tenth graders identified their tentative career choice.
b. Indicating those identified abilities, values, interests, and achievements which are important to achieving tentative career choices.	Comparing Independent Variables	None					No Data Collected

Student Product Objective	Dimension	Evaluation Instrument	Raw Scores				Other Results
			10th		12th		
			E	C	E	C	
c. Identifying ways of overcoming such obstacles or selecting alternative realistic career choices.	Identifying Student Limitations	None					No Data Collected
d. Developing a plan for realization of tentative career choices which includes courses or areas of study, and, possibly, work experience.	Communications	(6a) Communications About Careers	48.6	47.2	51.2	50.0	10th: Experimental 12th: Experimental Interpretation: Non-Significance
	Career Planning Techniques	(6c) Characteristics of Career Planning	10.9	11.3	11.5	11.7	10th: Control 12th: Control Interpretation: Non-Significance
	Career Planning Activities	(6d) Career Planning Activities	74.1	73.8	77.2	78.4	10th: Experimental 12th: Control Interpretation: Non-Significance
4. Students will be able to demonstrate employability skills by:							
a. Locating a potential employer for their tentative career choices.	Matching career choices and potential employers	None					No Data Collected
b. Demonstrating appropriate behavior and appearance in an actual or a simulated job interview.	Job Interview Techniques	(7c) Job Interview Behavior	7.0	6.9	7.4	6.9	10th: Experimental 12th: Experimental Interpretation: Significance, Experimental

Student Product Objective	Dimension	Evaluation Instrument	Raw Scores				Other Results
			10th		12th		
			E	C	E	C	
c. Successfully completing an application form and resume.	Job Application and Resume	Job Application and Resume's					1,666 or 58.6% of the experimental population participated in activities centered around completing job applications and/or resumes. This is in comparison with 2.1% of the control group and 40.3% of total district 10-12 enrollment
d. Demonstrating ability to discuss appropriate behaviors for good interpersonal relations and effective work habits.	Interpersonal Relations	(7a) Interpersonal Relations	6.0	5.8	6.1	6.7	10th: Experimental 12th: Control Interpretation: Non-Significance
	Effective Work Habits	(7b) Work Habits	6.2	5.9	6.4	6.2	10th: Experimental 12th: Control Interpretation: Non-Significance
5. Students will be able to demonstrate a salable skill by:							
a. Meeting the criteria established by the area of general vocational, or exceptional student education in which they have decided to work.	On a Job	(8ab) Work Skills	2.6	6.5	5.6	4.1	10th: Control 12th: Experimental Interpretation: Non-Significant
	Vocational Education	(8ab) Work Skills	2.1	1.3	3.6	7.7	10th: Experimental 12th: Control Interpretation: Significance, Control
	General Education	(8ab) Work Skills	7.2	9.9	11.6	13.0	10th: Control 12th: Control Interpretation: Non-Significant
	At Home	(8ab) Work Skills	15.7	20.8	20.1	17.8	10th: Control 12th: Experimental Interpretation: Non-Significant

Student Product Objective	Dimension	Evaluation Instrument	Raw Scores				Other Results
			10th		12th		
			E	C	E	C	
b. Obtaining verification of their competency from the employer with whom they are working.	Skill Verification	None					No Data Collected
6. If participating in an alternative program for probable dropouts, students will be able to meet the preceding objectives and demonstrate improved grade-point averages, attendance and suspension records.	Improved Grade-point Averages	None					No Data Collected
	Improved Attendance	None					No Data Collected
	Improved Suspension Records	None					No Data Collected
7. At the time of exit from school, students will be able to:							
a. Enter a part or full time job or program of education or training commensurate with ability, achievement and interest.	Employed In Part Time Job	Senior Exit Survey			22%	25%	District-wide: 20%
	Full Time Job	Senior Exit Survey			35%	25%	District-wide: 30%
	Working/ School	Senior Exit Survey			20%	21%	District-wide: 18%
	Part Time School	Senior Exit Survey			22%	16%	District-wide: Not available
	Full Time School	Senior Exit Survey			28%	43%	District-wide: Not available
	Unemployed - Looking for Work	Senior Exit Survey			99%	14%	District-wide: 11%
b. Participate in a follow-up study to determine appropriateness and adequacy of preparation.	Senior Exit Follow-Up	Senior Exit Survey			85%	66%	Rate of Return District-wide: 83%
	Six month Follow-up	Follow-up Survey			34%	39%	Rate of Return District-wide: 38%

Note: Orange County was also evaluated by National Testing Service. However, as of this date, no report has been received.

FINAL REPORT OF PINELLAS COUNTY B-O-P DEMONSTRATION SENIOR HIGH SCHOOL COMPREHENSIVE CAREER EDUCATION MODEL

Dr. Tom Justiz
External Evaluator
June, 1977

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FINDINGS AND CONCLUSIONS

Although the evaluation of process objectives of the B-O-P program have remained the responsibility of the project coordinator, a number of "highlights" of the Dunedin program are worth recording.

In March, 1976, a total of 1331 senior students were surveyed as pre-graduates. 58% said they would attend a two-year college; of these, 22% said they would attend a four-year college; of these, 20% said they would attend an area-vocational technical education center. 63% said they were now employed either full- or part-time. This figure is very high as compared to pre-graduates around the State of Florida. The occupational specialist/placement program is among the strongest in the State. The program currently averages about 100 job referrals per month.

Personal interviews were conducted with teachers, representing all disciplines at the demonstration school. All demonstrated unique positive attitudes toward the demonstration program. Several teachers showed evidence of "exemplary" projects being conducted across disciplines. These were in business education, masonry, language arts, and social studies. Physical education also demonstrated a unique approach.

The analysis of results indicate generally more differences between the demonstration high school (Dunedin) and the control school (St. Petersburg) tan expected. In order to put these non-significant differences and differences favoring the control school into proper perspective, the averages of Dunedin and St. Petersburg students are compared with the range of scores achieved on these instruments by eleventh grade students in all Florida schools tested to date (not only in Pinellas, but in other counties as well).

Instrument Number	St. Pete Average	Dunedin Average	Historical Range of Scores
4a - Worker Titles	54.38	51.41	36.1 - 46.4
4c - What Workers Do on the Job	64.56	62.52	58.0 - 67.0
5a' - Courses for Careers	51.05	45.35	38.0 - 58.0
6d - Career Planning Activities	69.72	73.00	50.1 - 57.8
7a - Interpersonal Relations	55.92	60.69	56.0 - 62.0
7b - Work Habits	65.17	60.37	57.0 - 63.0
7c - Job Interview	73.79	69.26	65.0 - 74.0
3b - Job Expectations	44.48	48.89	46.0 - 54.0
2a/b - School Attitudes - Yes	47.07	37.41	38.0 - 45.0
2a/b - Work Attitudes - Yes	58.11	58.70	51.5 - 59.0
3a - Low Self-Concept	45.65	46.18	45.3 - 48.1
3a - Positive Self-Concept	58.76	57.07	55.8 - 58.3
3a - High Self-Concept	58.83	57.22	56.0 - 58.0
Teacher Contacts	3.03	3.85	2.4 - 3.6
Counselor Contacts	1.79	1.59	1.2 - 2.8
Occupational Specialist Contacts	2.07	1.07	0.4 - 1.7
1b' - Economics	70.72	70.50	60.4 - 72.0
5c - Ed/Training	73.72	66.80	59.0 - 66.0

Instrument Number	St. Pete Average	Dunedin Average	Historical Range of Scores
6b-1 - No Interest	104.50	79.48	90.7 -111.3
6b-3 - Interest	6.75	18.90	5.0 - 28.6
8a/b - Work Skills - On Job	6.71	10.62	
Vocational	9.68	11.24	
Math	2.61	6.10	
English	3.36	5.21	
Social Studies	2.21	2.17	
Science	2.64	4.10	
Art	2.21	4.24	
Other (in school)	3.93	5.45	
Home	12.89	18.52	
TOTAL	46.86	67.79	40.4 - 68.6
6a - Communications	47.57	44.63	48.0 - 51.1
6c - Career Planning Characteristics	74.30	79.53	61.0 - 72.0

The demonstration school students made their strongest showing with the work skills instrument, registering at least one-third more salable skills than the control school students. When compared to the historical range of scores of eleventh graders, the demonstration school is almost at the upper range score (67.79 to 68.60 average skills per student). In that the salable skills program is one of six cornerstones of the Pinellas program, this result may be considered indicative of that strong component. As to the diversification of the program, the only area (of nine possible places to obtain skills) in which the control students showed a slight advantage was social studies. Social studies was also the area which generated the least number of skills in demonstration students (2.17 average as compared to 11.24 vocational, 6.10 math, etc.). The average number of teacher contacts (3.85 to 3.03) correlated with this work skill advantage.

Other areas where demonstration students held a slight advantage over control students were:

Career Planning Activities	73.00 to 69.72
Interpersonal Relations	60.69 to 55.92
Job Expectations	48.89 to 44.48
Work Attitudes	58.70 to 58.11

The 73.00 figure for career planning activities extends the upper range of the 6d test, and may be attributed to an active counseling and occupational specialist staff. The 58.70 figure for work attitudes is just below the current upper range of the 2a/b test (59.00).

Control students demonstrated advantages on the following instruments:

Worker Titles	54.38 to 51.41
What Workers Do on Jobs	64.56 to 62.52
Courses for Careers	51.05 to 45.35
Work Habits	65.17 to 60.37

Job Interview Skills	73.79 to 69.26	
Attitudes Toward School	47.07 to 37.41	
Economics Knowledge	70.72 to 70.50	
Ed/Training Requirements	73.72 to 66.80	
Career Interest (Narrowing)	6.75 to 18.90	(104.50 to 79.48)
Communications about Careers	47.57 to 44.63	

The career interests, attitudes toward school and education/training dimensions are statistically significant. All of these indicate a very strong career awareness program at the control school.

Both the demonstration and control school increased the upper range of the worker titles instrument for the eleventh grade. The control school increased the upper range of the work habits instrument, the attitudes toward school instrument, and the education/training requirements instrument, indicating that this was no ordinary career education school, but a school with a fully-implemented and recommendable program. However, in that the salable skills instrument is the "capstone" instrument in the development of a career education program, it would appear that the control school has some additional implementation to do before achieving the status of "demonstration" school.

RECOMMENDATIONS

In that there are very few real "control" schools remaining in Florida school districts, this being the fourth year of statewide implementation, the practice of setting up experimental/control designs should now give way to more "individual" methods of student evaluation, using many of the objectives set out in the original proposal on pages 5 and 6. This will allow for the progress of individual students to be monitored and documented more accurately on several key career education dimensions.

In order to do this, a more comprehensive and customized evaluation design must be developed for the entire project. This will necessitate that the three project coordinators and the evaluator confer to rewrite the objectives, criteria and methods of evaluation for the project. The redesign must be accompanied by an allocation of at least $6,000.00 by each of the three districts in the program, to be used as a combined contract of $18,000.00 for the several stages of evaluation implementation required.

This will also allow the three different evaluation designs currently being used by the three different districts in the program to be "pooled," and the best components of each utilized for all three. (Please see the Broward County final report for the most radical departures from the Pinellas evaluation design.)

Enough is now known about the evaluation of several dimensions of career education students, e.g., career awareness, career interests, career planning and decision-making, and salable skills so that an evaluation network of feedback loops could be steadily monitored by counselors, occupational specialists, and teachers for each individual student in a given program. Only when this kind of evaluation system is implemented, will the real benefit of the experimental/control validation of instruments now available be fully realized.

SECTION I

METHODS

METHODS

The following statements of performance are in accordance with the contract between the Pinellas County School Board and Dr. Thomas B. Justiz, to perform an external evaluation of the Student Product Objectives (listed on pages 77 and 78) of the document "A Proposal of the Florida Career Education Demonstration Consortium to Demonstrate and Replicate a Comprehensive Career Education Model for Senior High Schools."

Paragraph B, 1: Assist the project supervisor with the implementation of the evaluation design (with some possible modifications) as described in the project proposal. (Please see Section II for a Modified Evaluation Design.)

Paragraph B, 2: Work closely with the project supervisor and appropriate staff on project activities related to the evaluation.

Prior to and following School Board approval of the contractor, May 11th, the evaluator and project supervisor held a number of coordination meetings by telephone; and worked in Pinellas county on the following dates: May 16, 17, and June 8, 9, 1977.

A separate coordination meeting was held in Broward County on May 9th. (The evaluator and project supervisor have worked continually in this regard since the beginning of the project in 1975.)

Paragraph B, 3: Identify, refine, and/or develop instruments and procedures necessary to evaluate the local project efforts. (Please see Section III for the administration procedures, instruments, and scoring keys, selected and/or designed for the Pinellas County evaluation.)

The following instruments were selected from the EPIC battery: 4a, 6b, 8a/b, 1b', 4c, 5c, 6a, 6c, Student Critique.

The following instruments were designed for the evaluation: 2a/b, 3a.

The following instruments were modified from the EPIC battery: 3b, 5a', 6d, 7a, 7c.

Paragraph B, 4: Assist in any necessary training of staff involved in data collection.

Training of staff was conducted May 16 and 17 prior to and during the data collections.

Paragraph B, 5: Organize and coordinate the data collection, reduction, and analysis. (Please see Section IV for a presentation of all reduced data. Please see Section V for related analysis.)

Paragraph B, 5 and 6: Provide a written report of evaluation results; document critical components and procedures used by the project. (Please see Section VI for a report of all findings, conclusions and recommendations.)

Results - Element B - Student Process Objectives (See Section II - Major Activities , Page 4.

Results - Element C - Demonstration Product Objectives (See Section II - Major Activities, Page 33.

Introduction

A sample of visitors were administered surveys (see end of this section for samples) which were developed based upon the demonstration product objectives. The sample composition of nineteen is as follows: Administrators 5, Teachers 9, Counselors 2, Occupational Specialists 3, Other 1.

The sample represented school district sizes as follows:

Fewer than 5,000 students 2.
5,000 to 24,999 students 10.
25,000 to 74,999 students 7.

Results: Each person administered a survey was requested to indicate the value of each of the senior high career education model components. A six point scale was used as follows:

	Value
Very Imp - Very Important	+2
Imp. - Important	+1
Neut. - Neutral	0
Unimp - Unimportant	-1
Very Unimp - Very Unimportant	-2
Don't Know	0

Data was collected on a pre-post survey situation as is presented below.

	Pretest Avg.Resp.	Post Test Avg.Resp.	Difference
COMPONENT I - CAREER AWARENESS AND EXPLORATION EXPERIENCES FOR ALL STUDENTS			
A. Relating occupations to all subject areas through the eight (8) elements and occupational clusters. (This component utilizes Component V materials and human resources.	1.63	1.74	+.11
COMPONENT II - ALTERNATIVE SALABLE SKILLS ORIENTED PROGRAM FOR PROBABLE DROPOUTS			
A. In-school alternative, including part-time employment and individualized instruction in basic skills, employability skills and career exploration	1.40	1.58	+.18
B. External Alternatives, including centers for students with special problems	1.17	1.53	+.36
COMPONENT III - SALABLE SKILLS EXPERIENCES FOR ALL STUDENTS			
A. Vocational-Technical Programs	1.63	1.77	+.14
B. Specialized Experiences			
1. Through academic subject areas	1.39	1.68	+.29
2. Through special courses or programs	1.32	1.68	+.36
3. Through exceptional child education	1.35	1.63	+.28
C. Leisure time activities and hobbies	1.06	1.44	+.38
D. Community service activities, e.g., health or recreation aides	1.24	1.44	+.20
E. Employer-based Programs			
1. Community based career education	1.63	1.74	+.11
2. Executive high school internship	.89	1.17	+.28
F. Early completion of high school	.39	1.17	+.78

	Pretest Avg.Resp.	Post Test Avg. Resp	Difference
COMPONENT IV - GUIDANCE AND COUNSELING CONCURRENT WITH INSTRUCTION AND SKILLS DEVELOPMENT FOR ALL STUDENTS (Counselors and Occupational Specialists)			
A. Specialized Techniques			
1. Career Exploratory Process	1.39	1.83	+.44
2. Developmental Career Packet	1.06	1.39	+.33
3. Life Career Development System	1.00	1.35	+.35
4. VEG (Vocational Exploratory Group	.88	1.35	+.47
5. Teacher Advisor System	1.00	1.22	+.22
6. College/Career day or night	.90	1.33	+.43
7. Identification and referrals of probable dropouts	1.67	1.56	-.11
8. Program to increase minority engineering graduates	.39	.94	+.55
B. Career Testing	1.07	1.47	+.40
C. Incorporating guidance activities into all subject areas	1.53	1.68	+.15
COMPONENT V - AVENUES FOR UTILIZATION OF THE MATERIALS AND HUMAN RESOURCES OF THE SCHOOL AND COMMUNITY FOR ALL STUDENTS			
A. Instructional Career Education Materials			
1. Exploratory for General, Vocational and Exceptional Student Education	1.58	1.56	-.02
2. Skill Development for General Vocational and Exceptional Student Education	1.47	1.56	+.09
3. Career-related learning activity packages for students	1.26	1.42	+.16
4. Supplementary materials, including reading guides, media materials, etc.	1.58	1.61	+.03

	Pretest Avg.Resp.	Post Test Avg.Resp.	Difference
B. Career Education Resource Centers	1.47	1.83	+.36
C. Community resource information system proceding for guest speakers, job shadowing, field trip sites, etc.	1.58	1.79	+.21
D. Project VIEW (Vital Information for Education and Work)	1.32	1.53	+.21
E. Job Bank (Microfiche from Florida State Employment Service)	1.11	1.05	-.06
COMPONENT VI - PLACEMENT AND FOLLOW-UP SERVICES FOR ALL SCHOOL GRADUATES AND LEAVERS (Counselors and Occupational Specialists)			
A. Placement Services			
1. Educational	1.20	1.56	+.36
2. Occupational	1.37	1.61	+.24
B. Follow-up system, including graduates, leavers and employers	1.16	1.56	+.40
SUPPORTIVE ACTIVITIES			
A. Staff Development	1.67	1.83	+.16
B. Community-school coordination and management	1.63	1.72	+.09
C. Evaluation (Product and Process)	1.67	1.61	-.06

Of the thirty-six components or sub-components listed, thirty-two were given a higher rating on the post test. Those components receiving the highest rating in the post test were, in order of value given,

1.	Career Exploratory Process,	1.83
2.	Career Resource Centers,	1.83
3.	Staff Development,	1.83
4.	Community Resource Information System	1.79
5.	Vocational-Technical Programs	1.77
6.	Exploration Through Subject Areas	1.74
7.	Community Based Career Education	1.74
8.	Community-school coordination and management	1.72

A second part of the survey requested each person to respond as to the present status of each component in their school or school district. The following scale was utilized.

Dev. - Developmental
Imple. - Implemented
Pil. Sch. - Pilot School
Sev. Sch's - Several Schools
Dist-Wide - District-Wide

The percent responding to each of the scale items is given in the following table.

	Dev.	Imple.	Pil.Sch.	Sev. Sch's.	Dist.Wide
COMPONENT I - CAREER AWARENESS AND EXPLORATION EXPERIENCES FOR ALL STUDENTS					
A. Relating occupations to all subject areas through the eight (8) elements and occupational clusters. (This component utilizes Component V materials and human resources)	62.6	8.3	16.6	12.5	0
COMPONENT II - ALTERNATIVE SALABLE SKILLS ORIENTED PROGRAM FOR PROBABLE DROPOUTS					
A. In-school alternative, including part-time employment and individualized instruction in basic skills, employability skills, and career exploration	31.9	45.5	4.5	9.1	9.0
B. External Alternatives, including centers for students with special problems	61.1	11.1	11.1	11.1	5.5
COMPONENT III - SALABLE SKILLS EXPERIENCES FOR ALL STUDENTS					
A. Vocational-Technical Programs	23.8	38.0	4.7	14.2	19.3
B. Specialized Experiences					
1. Through academic subject areas	43.4	30.4	8.7		17.5
2. Through special courses or programs	58.4	16.6	12.5		12.5
3. Through exceptional child education	65.0	15.0	10.0		10.0
C. Leisure time activities and hobbies	71.4	14.2	7.2		7.2
D. Community service activities, e.g., health or recreation aides	80.0	6.6	13.4		
E. Employer-based Programs					
1. Community-based career education	80.0	6.6	6.7		6.7
2. Executive high school internship	75.0	25.0			
F. Early completion of high school	38.8	33.3	5.6	16.7	5.6

	Dev.	Imple.	Pil.Sch.	Sev. Sch's.	Dist.Wide
COMPONENT IV - GUIDANCE AND COUNSELING CONCURRENT WITH INSTRUCTION AND SKILLS DEVELOPMENT FOR ALL STUDENTS (Counselors and Occupational Specialists)					
A. Specialized Techniques					
1. Career Exploratory Process	75.0	18.7	6.3		
2. Developmental Career Packet	72.7	18.2		9.1	
3. Life Career Development System	45.5	27.3	18.2	9.0	
4. VEG (Vocational Exploratory Group	50.0	14.3		28.6	7.1
5. Teacher Advisor System	50.0	33.3	2.3	8.4	
6. College/Career day or night	9.5	61.9		19.0	9.6
7. Identification and referrals of probable dropouts	47.1	23.5		17.6	11.8
8. Program to increase minority engineering graduates	62.5	37.5			
B. Career Testing	30.0	50.0		15.0	5.0
C. Incorporating guidance activities into all subject areas	31.3	37.5	6.2	18.8	6.2
COMPONENT V - AVENUES FOR UTILIZATION OF THE MATERIALS AND HUMAN RESOURCES OF THE SCHOOL AND COMMUNITY FOR ALL STUDENTS					
A. Instructional Career Education Materials					
1. Exploratory for General, Vocational, and Exceptional Student Education	57.9	26.3	5.3		10.5
2. Skill Development for General Vocational and Exceptional Student Education	44.4	38.9		11.1	5.6
3. Career-related learning activity packages for students	47.0	29.4	11.8	5.9	5.9

	Dev.	Imple.	Pil. Sch.	Sev. Sch's.	Dist. Wide
4. Supplementary materials, including reading guides, media materials, etc.	35.3	47.1		11.8	5.8
B. Career Education Resource Centers	17.6	52.9		11.8	17.7
C. Community resource information system proceding for guest speakers, job shadowing, field trip sites, etc.	29.4	52.9		5.8	11.8
D. Project VIEW (Vital Information for Education and Work)	22.2	50.0	5.6		22.2
E. Job Bank (Microfiche from Florida State Employment Service)	30.0	50.0			20.0
COMPONENT VI - PLACEMENT AND FOLLOW-UP SERVICES FOR ALL SCHOOL GRADUATES AND LEAVERS (Counselors and Occupational Specialists)					
A. Placement Services					
1. Educational	26.7	53.3			20.0
2. Occupational	37.4	43.8			18.8
B. Follow-up system, including graduates, leavers and employers	16.7	61.1			22.2
SUPPORTIVE ACTIVITIES					
A. Staff Development	47.4	31.6	5.3	5.3	10.4
B. Community-school coordination and management	50.0	31.3			18.7
C. Evaluation (Product and Process)	57.1	21.4		7.2	14.3

The highest percentage was consistently given under "dev", developmental. The concept of using a pilot school was not as widespread as might have been anticipated.

Data collected through the follow-up phase of this proposal will, when finally collected, be compared with the above data to determine the effect of the visitation upon local implementation.

Results by Product Objective

1. Through completion of a pre and post attitude survey, all visitors to the demonstration centers and participants in the mini-conference will be able to demonstrate a positive attitude toward career education at the high school level.

As evidenced by the data presented, an increased positive attitude toward career education at the high school level was effected. Specifically, the average pretest response was 1.53, an increase of .25 in attitude towards career education at the conclusion of the visitation.

2. Through completion of a questionnaire administered at the end of visitations and the mini-conference, all visitors to the demonstration centers and participants in the conference will be able to:

   a. Demonstrate awareness of career education at the high school level by listing the components of the high school model.

Eighteen visitors completed this section of the questionnaire. The results are given as follows:

# Correct	Number	Per Cent
6	4	22.2%
5	3	16.7%
4	3	16.7%
3	2	11.1%
2	4	22.2%
1	2	11.1%
0	0	0
	18	

   b. Describe the major elements of at least one of the components observed.

170

Thirteen of the eighteen visitors surveyed described the major elements of at least one of the model components.

c. Identify demonstrated components with the potential for use in their areas.

Seventeen of the eighteen visitors surveyed met this objective.

3. Through completion of questionnaires circulated six months and a year after visitations and the mini-conference, all visitors to the demonstration sites and participants in the conference will be able to cite demonstrated career education components which were used with success in their areas.
4. Through completion of questionnaires circulated six months and a year after receipt of replication assistance, participants in replication will be able to cite career education components which were installed in their areas and provide evaluative data indicative of the degree of success with which those components have been installed.

Data for objectives three and four are still being collected. It is anticipated a significant amount will be available for analyzing and reporting in the next interim report.

Results - Element D - Demonstration and Replication Process Objective

Section II of this report, page 33.

BROWARD, ORANGE, PINELLAS
CAREER EDUCATION CONSORTIUM

C-1
3/76

PREVISITATION SURVEY

Date______________________ County Visited (Check One) Broward____

Orange ____

Pinellas ____

I am: An Administrator____ A Teacher____ A Counselor____

An Occupational Specialist____ Other________________________

I represent a school district with:

Fewer than 5,000 students____

5,000 to 24,999 students____

25,000 to 74,999 students____

75,000 to 99,999 students____

More than 100,000 students____

PART I

Directions: Using the following scale, please indicate the value that you place on each item below, by checking the appropriate item.

Very Imp - Very Important

Imp - Important

Neut. - Neutral

Unimp. - Unimportant

Very Unimp - Very Unimportant

Don't Know - Don't Know

	Very Imp.	Imp.	Neut.	Unimp.	Very Unimp.	Don't Know
COMPONENT I - CAREER AWARENESS AND EXPLORATION EXPERIENCES FOR ALL STUDENTS						
A. Relating occupations to all subject areas through the eight (8) elements and occupational clusters.						
COMPONENT II - ALTERNATIVE SALABLE SKILLS ORIENTED PROGRAM FOR PROBABLE DROPOUTS						
A. In-school alternative, including part time employment and individualized instruction in basic skills, employability skills and career exploration.						
B. External Alternatives, including centers for students with special problems.						
COMPONENT III - SALABLE SKILLS EXPERIENCES FOR ALL STUDENTS						
A. Vocational-Technical Programs						
B. Specialized Experiences						
1. Through academic subject areas						
2. Through special courses or programs						
3. Through exceptional child education						
C. Leisure time activities and hobbies						
D. Community service activities, e.g., health or recreation aides						
E. Employer-based Programs						
1. Community-based career education						
2. Executive high school internship						
F. Early completion of high school						
COMPONENT IV - GUIDANCE AND COUNSELING CONCURRENT WITH INSTRUCTION AND SKILLS DEVELOPMENT FOR ALL STUDENTS (Counselors and Occupational Specialists)						
A. Specialized Techniques						

	V.I.	I.	N.	U.	V.U.	D.K.
1. Career Exploratory Process						
2. Developmental Career Packet						
3. Life Career Development System						
4. VEG (Vocational Exploratory Group)						
5. Teacher Advisor System						
6. College/Career day or night						
7. Identification and referrals of probable dropouts						
8. Program to increase minority engineering graduates						
B. Career Testing						
C. Incorporating guidance activities into all subject areas						
COMPONENT V - AVENUES FOR UTILIZATION OF THE MATERIALS AND HUMAN RESOURCES OF THE SCHOOL AND COMMUNITY FOR ALL STUDENTS						
A. Instructional Career Education Materials						
1. Exploratory for General, Vocational, and Exceptional Student Education						
2. Skill Development for General, Vocational, and Exceptional Student Education						
3. Career-related learning activity packages for students						
4. Supplementary materials, including reading guides, media materials, etc.						
B. Career Education Resource Centers						
C. Community resource information system providing for guest speakers, job shadowing, field trip sites, etc.						
D. Project VIEW (Vital Information for Education and Work)						
E. Job Bank (Microfiche from Florida State Employment Service)						

	V.I.	I.	N.	U.	V.U.	D.K.
COMPONENT VI - PLACEMENT AND FOLLOW-UP SERVICES FOR ALL SCHOOL GRADUATES AND LEAVERS (Counselors and Occupational Specialists) A. Placement Services						
1. Educational						
2. Occupational						
B. Follow-up system, including graduates, leavers and employers						
SUPPORTIVE ACTIVITIES						
A. Staff Development						
B. Community-school coordination and management						
C. Evaluation (Product and Process)						

COMMENTS

PART II

Directions: Using the following scale, please indicate the present status of each component in your school or school district. Dual responses are appropriate, i.e., "Imple." and "Pl. Sch." would indicate component is implemented in a pilot school.

Dev. - Developmental

Imple. - Implemented

Pil. Sch. - Pilot School

Sev. Sch's. - Several Schools

Dist-Wide - District-Wide

	Dev.	Imple.	Pil.Sch.	Sev. Sch's.	Dist.Wide
COMPONENT I - CAREER AWARENESS AND EXPLORATION EXPERIENCES FOR ALL STUDENTS					
A. Relating occupations to all subject areas through the eight (8) elements and occupational clusters. (This component utilizes Component V materials and human resources)					
COMPONENT II - ALTERNATIVE SALABLE SKILLS ORIENTED PROGRAM FOR PROBABLE DROPOUTS					
A. In-school alternative, including part-time employment and individualized instruction in basic skills, employability skills, and career exploration					
B. External Alternatives, including centers for students with special problems					
COMPONENT III - SALABLE SKILLS EXPERIENCES FOR ALL STUDENTS					
A. Vocational-Technical Programs					
B. Specialized Experiences					
1. Through academic subject areas					
2. Through special courses or programs					
3. Through exceptional child education					

	D.	I.	P.S.	S.S.	D.W.
C. Leisure time activities and hobbies					
D. Community service activities, e.g., health or recreation aides					
E. Employer-based Programs					
1. Community-based career education					
2. Executive high school internship					
F. Early completion of high school					
COMPONENT IV - GUIDANCE AND COUNSELING CONCURRENT WITH INSTRUCTION AND SKILLS DEVELOPMENT FOR ALL STUDENTS (Counselors and Occupational Specialists)					
A. Specialized Techniques					
1. Career Exploratory Process					
2. Developmental Career Packet					
3. Life Career Development System					
4. VEG (Vocational Exploratory Group)					
5. Teacher Advisor System					
6. College/Career day or night					
7. Identification and referrals of probable dropouts					
8. Program to increase minority engineering graduates					
B. Career Testing					
C. Incorporating guidance activities into all subject areas					
COMPONENT V - AVENUES FOR UTILIZATION OF THE MATERIALS AND HUMAN RESOURCES OF THE SCHOOL AND COMMUNITY FOR ALL STUDENTS					
A. Instructional Career Education Materials					
1. Exploratory for General, Vocational, and Exceptional Student Education					

	D.	I.	P.S.	S.S.	D.W.
2. Skill Development for General Vocational and Exceptional Student Education					
3. Career-related learning activity packages for students					
4. Supplementary materials, including reading guides, media materials, etc.					
B. Career Education Resource Centers					
C. Community resource information system proceding for guest speakers, job shadowing, field trip sites, etc.					
D. Project VIEW (Vital Information for Education and Work)					
E. Job Bank (Microfiche from Florida State Employment Service)					
COMPONENT VI - PLACEMENT AND FOLLOW-UP SERVICES FOR ALL SCHOOL GRADUATES AND LEAVERS (Counselors and Occupational Specialists)					
A. Placement Services					
1. Educational					
2. Occupational					
B. Follow-up system, including graduates, leavers and employers					
SUPPORTIVE ACTIVITIES					
A. Staff Development					
B. Community-school coordination and management					
C. Evaluation (Product and Process)					

COMMENTS

___

___

___

___

	D.	I.	P.S.	S.S.	D.W.
2. Skill Development for General Vocational and Exceptional Student Education					
3. Career-related learning activity packages for students					
4. Supplementary materials, including reading guides, media materials, etc.					
B. Career Education Resource Centers					
C. Community resource information system proceding for guest speakers, job shadowing, field trip sites, etc.					
D. Project VIEW (Vital Information for Education and Work)					
E. Job Bank (Microfiche from Florida State Employment Service)					
COMPONENT VI - PLACEMENT AND FOLLOW-UP SERVICES FOR ALL SCHOOL GRADUATES AND LEAVERS (Counselors and Occupational Specialists)					
A. Placement Services					
1. Educational					
2. Occupational					
B. Follow-up system, including graduates, leavers and employers					
SUPPORTIVE ACTIVITIES					
A. Staff Development					
B. Community-school coordination and management					
C. Evaluation (Product and Process)					

COMMENTS

BROWARD, ORANGE, PINELLAS
CAREER EDUCATION CONSORTIUM

C-2-a
C-2-b
C-2-c
3/76

VISITATION QUESTIONNAIRE

1. List the six basic components of the high school model for career education.

   a. d.

   b. e.

   c. f.

2. Describe briefly the salient features of one of the components which you observed in operation.

3. Which of the components you observed have potential for use in your area? Please list.

BROWARD, ORANGE, PINELLAS
CAREER EDUCATION CONSORTIUM

C-1
3/76

POST VISITATION SURVEY

Date________________________ County Visited (Check One) Broward____

Orange ____

Pinellas____

I am: An Administrator____ A Teacher____ A Counselor____

An Occupational Specialist____ Other____________________

I represent a school district with:

Fewer than 5,000 students____

5,000 to 24,999 students____

25,000 to 74,999 students____

75,000 to 99,999 students____

More than 100,000 students____

PART I

Directions: Using the following scale, please indicate the value that you place on each item below, by checking the appropriate item.

Very Imp - Very Important

Imp. - Important

Neut. - Neutral

Unimp. - Unimportant

Very Unimp. - Very Unimportant

Don't Know - Don't Know

COMPONENT I - CAREER AWARENESS AND EXPLORATION EXPERIENCES FOR ALL STUDENTS	Very Imp.	Imp.	Neut.	Unimp.	Very Unimp.	Don't Know
A. Relating occupations to all subject areas through the eight (8) elements and occupational clusters. (This component utilizes Component V materials and human resources)						
COMPONENT II - ALTERNATIVE SALABLE SKILLS ORIENTED PROGRAM FOR PROBABLE DROPOUTS						
A. In-school alternative, including part-time employment and individualized instruction in basic skills, employability skills and career exploration.						
B. External Alternatives, including centers for students with special problems.						
COMPONENT III - SALABLE SKILLS EXPERIENCES FOR ALL STUDENTS						
A. Vocational-Technical Programs						
B. Specialized Experiences						
1. Through academic subject areas						
2. Through special courses or programs						
3. Through exceptional child education						
C. Leisure time activities and hobbies						
D. Community service activities, e.g., health or recreation aides						
E. Employer-based Programs						
1. Community-based career education						
2. Executive high school internship						
F. Early completion of high school						

	Very Imp.	Imp.	Neut.	Unimp.	Very Unimp.	Don't Know
COMPONENT IV - GUIDANCE AND COUNSELING CONCURRENT WITH INSTRUCTION AND SKILLS DEVELOPMENT FOR ALL STUDENTS (Counselors and Occupational Specialists)						
A. Specaalized Techniques						
1. Career Exploratory Process						
2. Developmental Career Packet						
3. Life Career Development System						
4. VEG (Vocational Exploratory Group						
5. Teacher Advisor System						
6. College/Career day or night						
7. Identification and referrals of probable dropouts						
8. Program to increase minority engineering graduates						
B. Career Testing						
C. Incorporating guidance activities into all subject areas						
COMPONENT V - AVENUES FOR UTILIZATION OF THE MATERIALS AND HUMAN RESOURCES OF THE SCHOOL AND COMMUNITY FOR ALL STUDENTS						
A. Instructional Career Education Materials						
1. Exploratory for General, Vocational and Exceptional Student Education						
2. Skill Development for General Vocational and Exceptional Student Education						
3. Career-related learning activity packages for students						
4. Supplementary materials, including reading guides, media materials, etc.						
B. Career Education Resource Centers						

	Very Imp.	Imp.	Neut.	Unimp.	Very Unimp.	Don't Know
C. Community resource information system proceding for guest speakers, job shadowing, field trip sites, etc.						
D. Project VIEW (Vital Information for Education and Work)						
E. Job Bank (Microfiche from Florida State Employment Service)						
COMPONENT VI - PLACEMENT AND FOLLOW-UP SERVICES FOR ALL SCHOOL GRADUATES AND LEAVERS (Counselors and Occupational Specialists)						
A. Placement Services						
1. Educational						
2. Occupational						
B. Follow-up system, including graduates, leavers and employers						
SUPPORTIVE ACTIVITIES						
A. Staff Development						
B. Community-school coordination and management						
C. Evaluation (Product and Process)						

COMMENTS

IV. ANTICIPATED CHANGES AND/OR PROBLEMS

In the interim report for the period from July 1, 1976, to January 30, 1977, two problems were cited, and both related to evaluation.

The first problem related to the limited progress achieved in effecting a strong evaluation design for student product outcomes. Such limited progress was attributed to the dearth of valid instruments. Three approaches for treating the problem were suggested:

1. Continuing the attempt to develop and validate instruments.
2. Instigating another national search for existing valid instruments.
3. Adjusting the wording of the student product objectives to increase the degree to which they could be measured with existing instruments (at the same time ensuring that their content, integrity, and purpose were maintained).

As indicated in the reports of evaluation activities for each of the districts (See Section III: EVALUATION), a combination of approaches 1 and 3 was utilized.

The second problem related to the Orange County project's involvement with National Testing Service.

V. DISSEMINATION ACTIVITIES

A. A letter dated September 20, 1976 announcing an additional year of funding for the three county career education effort was mailed to all current U.S.O.E. Career Education project directors, all state Career Education Coordinators, all senior high school principals in the state of Florida, and participants in the 1975-76 mini-conferences conducted by U.S.O.E.

B. Throughout the project year, several articles were written and submitted for publication in various professional journals. In addition to the consortium newsletter, articles have appeared in the Florida Vocational Journal and the state's career education publication, Update (See Appendix L). The content of these articles not only covered the progress and events occurring within the consortium but also dealt specifically with two of the senior high model's salient features, Community Based Career Education and Salable Skills.

C. A revised format was utilized in the printing of the consortium's newsletter; the guidance poster and newsletter combination that was used last year was abandoned. One issue was published that provided a comprehensive review of activities related to the consortium model throughout the year. Distribution was made in May to more than 1,000 Career Education Practitioners throughout the state and nation. (See Appendix M).

D. It had been planned that the curriculum materials found most useful in implementing career education in the senior high would be packaged in a box designed for easy reference. In addition to the curriculum materials, each box was to include a tape and cassette describing the consortium model. Because of the late arrival of these boxes, materials had to be disseminated to visitors and others making specific requests as individual books and folders. Future requests will be packaged as originally planned, without charge, to all visitors. Other requests will be handled on a cost-retrieval basis.

E. Last year's professionally developed slide-tape program describing the consortium model was updated for the current project year. In its revised form, each district has successfully used it in their local replication efforts. Filmstrips and cassettes of this presentation were produced in quantity so that each visitor to the consortium or those making specific requests may have a copy for their own reference and use.

F. Numerous presentations utilizing the slide-tape program described above have been made not only within each school district but throughout the state and around the country. Most noteworthy of these include the following: National Testing Service (NTS) Orientation Conference, Chapel Hill, North Carolina, August 1976; National Commissioner's Conference on Career Education in Houston, Texas, November, 1976;

Regional U.S.O.E. Career Education Project Director's Conference, Silver Springs, Maryland, January, 1977; the consortium hosted mini-conference, Orlando, Florida, February, 1977; and the State Career Education Conference, Orlando, Florida, March, 1977. In addition to the above identified presentations, other more informal sharing sessions have been held in the course of rendering technical assistance to interested school districts, both in and outside the state.

G. A new multi-purpose folder was designed, printed, and disseminated to all visitors to the consortium, mini-conference participants, selected groups to whom presentations have been made, as well as those writing for specific information about the demonstration effort. This folder replaces the brochure used last year as a pre-orientation package. In addition to providing updated information describing the consortium project components, the new format provides a tear-out planning questionnaire to facilitate visitation needs.

H. The project continued to receive a reasonably significant number of inquiries and visitations, despite the tight budget situation found in most school districts. Several districts requesting replication and technical assistance have visited the demonstration sites. These visitations have resulted in initial efforts to adapt specific components of the consortium model to their needs.

I. Several newspaper articles have been published describing the project effort (See Appendix N).

VI. SPECIAL ACTIVITIES

A. Task force members meet at least once each month, more often if necessary, to coordinate the implementation of various model components, develop demonstration materials and processes, and coordinate plans for the mini-conference and other presentations. The task force membership is comprised of personnel in each of the three districts who have primary responsibility for planning, implementing, and administering the overall project.

B. Intradistrict Steering Committee Meetings have been held on the following dates:

October 14, 1976	Dunedin, Florida
November 19, 1976	Fort Lauderdale, Florida
February 10, 1977	Orlando, Florida
May 13, 1977	Dunedin, Florida

Membership on this committee includes a representative from each county's career education project, the school-based coordinator from the demonstration center(s), principals of the demonstration center, the directors of secondary education from each county, a representative from EPIC, business community people from each county, the director for career education from each county (ex officio) and the State Department of Education Coordinator for Career Education (ex officio).

C. The second annual mini-conference was hosted by the three county consortium, February 10-11, 1977 at the High Q Resort/ Convention complex in Orlando, Florida. Conference invitations were mailed to over 150 teachers, counselors, district level people, business persons, community representatives, and parents. Actual attendance exceeded 200 participants at various times. (See Appendix O for a copy of the invitation.) A two-part approach was utilized in organizing this conference. During the first phase, a panel discussion provided the vehicle for participants to learn how schools can better prepare students for the world of work. A structured format (See Appendix P) guided the panel commentary toward a list of recommendations that reflected a cross section of the community. In the small group discussions that followed, conference participants had the opportunity to exchange views with panel members on an informal basis.

The second phase involved a teacher sharing session on the final day of the conference. It was an opportunity not only for teachers to share "Ideas that Work" in career education (See Appendix Q) but to be involved in the refinement process of existing model components. Through these discussions, recommendations and ideas were also received as to possible new components that could be added to the consortium effort next year.

Honored guests and speakers included the Commissioner of education for the State of Florida, Mr. Ralph Turlington. (See complete conference program Appendix R.)

D. In an effort to provide some direction to replication and technical assistance services outlined in the proposal, a national survey of some 500 career education practitioners was conducted to determine the priority need for ten specific areas commonly related to the implementation of career education. (See survey format Appendix S.) Surveys were mailed to all local career education coordinators throughout the state of Florida, all state career education coordinators, all 1976-77 U.S.O.E. project directors, and randomly selected Houston conference participants. Results based upon a 30% return indicate that technical assistance is needed most in the areas of staff development, needs assessment, program planning, and evaluation. Dissemination/packaging and proposal development were two areas where respondents indicated that little or no assistance was desired. One-third of those responding said that they would/could pay none of the cost for consulting, while one-sixth said they would pay travel and per diem. For a complete breakdown of results see Appendix S.

APPENDIX A

OBJECTIVES

OBJECTIVES

A. STUDENT PRODUCT OBJECTIVES

1. For selected occupational areas of their choice, students will be able to identify and describe at least three representative careers.
2. For each career identified through objective one, students will be able to identify:
    a. The career and subject area skills involved.
    b. The education and training required for entry.
    c. The current salary range (from entry to highest level) and possible life style.
    d. Ways in which the career contributes to the welfare of the individual, the family, and society.
3. Students will be able to demonstrate self-awareness and decision-making skills by:
    a. Identifying their key abilities, values, interests, achievements, and tentative career choices.
    b. Indicating those identified abilities, values, interests, and achievements which are important to achieving identified tentative career choices.
    c. Identifying ways of overcoming such obstacles or selecting alternative realistic career choices.
    d. Developing a plan for realization of tentative career choices which includes courses or areas of study and, possibly, work experience.
4. Students will be able to demonstrate employability skills by:

    a. Locating a potential employer for their tentative career choices.
    b. Demonstrating appropriate behavior and appearance in an actual or a simulated job interview.
    c. Successfully completing an application form and resume.
    d. Demonstrating ability to discuss appropriate behaviors for good interpersonal relations and effective work habits.
5. Students will be able to demonstrate a salable skill by:
    a. Meeting the criteria established by the area of general, vocational, or exceptional student education in which they have decided to work.
    b. Obtaining verification of their competency from the employer with whom they are working.
6. If participating in an alternative program for probable dropouts, students will be able to meet the preceding objectives and demonstrate improved grade-point averages and attendance and suspension records.
7. At the time of exit from school, students will be able to:
    a. Enter a part or full time job or program of education or training commensurate with ability, achievement, and interest.
    b. Participate in a follow-up study to determine appropriateness and adequacy of preparation.

B. STUDENT PROCESS OBJECTIVES

1. At all levels, 9-12,* students will be provided opportunities for career exploration through all subject areas in

general, vocational, and exceptional student education.

2. At levels 9-12, students identified as probable dropouts will have the opportunity to participate in alternative programs designed to acquaint them with career opportunities, to upgrade their basic skills, to teach them employability skills, and to enable them to obtain a salable skill through on-the-job training.
3. At levels 11-12, students will be provided alternatives for the acquisition of a salable skill. These alternatives will include courses in general, vocational, or exceptional student education and actual employment experience.
4. At all levels, 9-12, students will be provided guidance and counseling experiences related to self-awareness, decision-making, and career counseling.
5. At all levels, 9-12, students will have access to as many of the material and human resources of the school and community as possible through career centers, career days, resource people, field trips, and shadowing experiences.
6. At all levels, 9-12, students will receive placement assistance in employment, education, or a combination of the two and will have the opportunity to participate in follow-up studies related to the appropriateness and adequacy of their preparation.

*For Orange County's demonstration center, which comprises levels 10-12, student process objectives 1, 2, 4, 5, and 6 pertain to levels 10-12.

C. DEMONSTRATION AND REPLICATION PRODUCT OBJECTIVES

1. Through completion of a pre and post attitude survey, all visitors to the demonstration centers and participants in the miniconference will be able to demonstrate a positive attitude toward career education at the high school level.
2. Through completion of a questionnaire administered at the end of visitations and the miniconference, all visitors to the demonstration centers and participants in the conference will be able to:
    a. Demonstrate awareness of career education at the high school level by listing the components of the high school model.
    b. Describe the major elements of at least one of the components observed.
    c. Identify demonstrate components with the potential for use in their areas.
3. Through completion of questionnaires circulated six months and a year after visitations and the miniconference, all visitors to the demonstration sites and participants in the conference will be able to cite demonstrated career education components which were used with success in their areas.
4. Through completion of questionnaires circulated six months and a year after receipt of replication assistance, parti-

cipants in replication will be able to cite career education components which were installed in their areas and provide evaluative data indicative of the degree of success with which those components have been installed.

D. DEMONSTRATION AND REPLICATION PROCESS OBJECTIVES

1. Descriptive materials describing the consortium demonstration effort, the miniconference, and replication opportunities will be circulated to:
   a. All public and private high schools within the state.
   b. All state coordinators of career education within the nation.
   c. Selected career education practitioners who participated in the 1974, 1975 and 1976 career education miniconferences and the Commissioner's National Conference on Career Education.
   d. All directors of career education projects funded by the U.S.O.E. for 1977-78.
2. A pre-orientation package describing the consortium effort in demonstrating methods and techniques in career education at the high school level and replication opportunities will be distributed to all persons indicating an interest in visiting the demonstration centers, attending the miniconference, and participating in replication.

3. A slide-tape program of orientation which focuses upon the consortium effort, the kindergarten through adult approach, and the components of the operational model for career education at the high school level developed in 1975-76 will be utilized with all visitors to the demonstration centers, all persons attending the miniconference, and all participants in replication.
4. A sound filmstrip duplicate of the slide-tape program will be made available to all visitors, all participants in the miniconference and replication, and all persons submitting written requests.
5. All visitors to the demonstration centers and all participants in the miniconference will have opportunities to see the career education components in operation and to talk with administrators, teachers, and students.
6. Materials describing the components of the operational model and representing varying aspects of the curriculum, will be given to all visitors, all persons attending the miniconference, and all participants in replication and will be distributed to all persons submitting written requests.
7. Technical assistance related to replication opportunities will be made available to:
    a. Interested public and private schools in the consortium districts.
    b. Interested districts in the state and nation.

8. A system for providing replication activities directed at transporting proven career education components and processes will be further developed, refined and described for compilation in a document which will be distributed according to the dissemination plan set forth in Section IV of this proposal.

9. All U.S.O.E. projects funded in the incremental improvement category for 1977-78 will be contacted and offered replication services on a cost-share basis.

APPENDIX B

HALLANDALE HIGH SCHOOL CAREER-SCIENCE FAIR PROJECT: 1976

Hallandale High School

Career-Science Fair Project

1976

Broward Co., Florida
David Hogg, Principal
Donna Stull, Career-Ed. Coordinator
Science Dept Head
Hallandale High School
February 1977

CAREER-SCIENCE FAIR

HALLANDALE HIGH SCHOOL

1976-1977

This year every student taking a science course will be required to do a career project and/or a science fair project. The main objectives in asking the students to do this project are to help them understand how to get a job, pick a realistic career for their abilities, and learn where their strenghts and weaknesses are so they will better be able to achieve their desired career. After shadowing and doing the project it is hoped the student will better understand why he is taking the courses he is taking and why learning is essential to achieveing his goal.

Your project can be one of two types (or you may do both):

1. Career project
2. Science project

If you elect to do a career project instead of a science fair project, your project will be a display of a career of your choice, including important information about that career AND a working model or something that observers can do. For example, if you want to be a Para-Medic, you could have a display of what a Para-Medic is, education needed, salary, etc., and then show how the equipment is used, like how to take blood pressures, or make a model of the Para-Medic truck showing what's in the truck.

If you elect to do a science fair project, you will be expected to show how a scientific principle works, illustrate new information gained because of the project or show a solution to a scientific problem.

Both projects will follow the rules laid down on pages A,B and C.

The career projects will be set up at local middle schools and elementary schools. The science fair projects will be set up in the Cafetorium.

All students, regardless of whether they do a science fair project or a career project, will be required to shadow and to turn in the necessary forms (listed on the back of this sheet) to their science teacher.

This assignment is REQUIRED of all science students, failure to do a project or failure to turn in the assigned material, will result in an "I" on the students report card until the material is turned in. If the material is not turned in the grade will automatically change to a "F".(This is county policy.)

If you do a career project, it will be set-up in a middle school and you will be required to stay with your project for the day, to explain the career to the children It will be necessary for your project to done in such a way that a younger child could understand it and for them to be able to learn about a career from it.

The career center in the library has alot of information about all careers and you should use this as a source. The size of the career project should match the size given for the science projects.(Refer to pages A,B,C.) Grades for career projects will be the same as for the science projects.

Everything to do with Shadowing must be done and turned in by JANUARY 21. Science projects are due MARCH 3. Career projects are due FEBRUARY 22. Materials to do with shadowing will count on this nine weeks grading period. The actual projects will count on next nine weeks grade (2nd semester.) After you shadow, be sure to send the employer a thank you.

THE SHADOWING PROGRAM

What is shadowing?

When you shadow you will be out of school for the day or perhaps for several days. You will follow a person around who has an occupation that you might be interested in doing yourself when you graduate. You will be finding out more about the job as a possible career for yourself, as well as gaining information for your career or science fair project.

The student will learn the following, it is hoped, while shadowing:

1. To develop an appreciation of the dignity and worth of work
2. Be able to see the academic and career skills involved
3. Be able to identify the advantages and disadvantages of the work
4. Learn the education and training needed
5. Develop a more positive attitude about the personal, social and economic significance of work
6. Determine whether the job matches your aptitudes and interests
7. Consider learning a realistic and relevant experience

Items that have to be done concerning shadowing:

1. Get approval to shadow the person you want to shadow from your teacher
2. Write a letter of application, requesting to shadow. This letter is to be turned into your teacher for approval before mailing. You may find that you can request to shadow an employer over the phone, in which case the letter you send should be a conformation of date and time.
3. When you send the letter, include a resumé of your interests and achievements, as well as the "Employer Information Sheet". (Sample copies of the letter and resume are found in this packet.)
4. You will accept and appointment for an interview (if requested).
5. You will groom yourself properly for the job interview and for shadowing.
6. You will keep a log of information obtained on the job.
7. You will share your experiences with the class, when you return, by preparing a written report or making an oral or audio-visual presentation.
8. You will agree to get all needed signatures required for this activity.
9. While on the "job", you will conduct an interview with the employer to find out more about the job and fill-in the appropiate sheet.
10. You will turn the resumé in to your teacher for a grade, before sending.
11. You will make arrangements for your own transportation to and from the job.
12. You will fill out the "Evaluation of the shadowing experience" when you return.
13. You will give the employer the "Participating Employer's Evaluation of the Shadowing Student" with an addressed, stamped envelope and request that he return it to the school as soon as possible. You will give the employer the evaluation form the day you do your shadowing.
14. You will get permission ahead of time from the proper Dean to be excused from school. In order to receive permission, you will have to have all signatures filled-in on the "Individual Field Trip Form". These forms will be given to the Deans and kept on file in case of emergency.
15. You will check with all of your teachers ahead of time and find out what material you will be missing and do all the work as required by them. If you fill out all forms properly and make-up your work, the absence will be "exempt".
16. Summary; the following things have to be turned in:
    - a. letter
    - b. resumé
    - c. "Conducting an Interview"
    - d. "Individual Field Trip form
    - e. Participating Employer's Evaluation form
    - f. Student Evaluation of Shadowing
    - g. Data Sheet
    - h. log of activities
    - i. report of shadowing

HALLANDALE HIGH SCHOOL
CAREER-SCIENCE FAIR

STUDENT DATA SHEET

PRI[illegible]ALL MATERIAL BELOW

STUDENT DATA:

NAME ______________________________ PHONE ________________

ADDRESS ______________________________ SOCIAL SECURITY NO. __________

CAREER YOU WANT TO FOLLOW WHEN YOU GRADUATE FROM H.S.: ________________

PERSON YOU ARE GOING TO SHADOW ______________________________

OCCUPATION OR PROFESSION OF THE PERSON YOU ARE SHADOWING ________________

ARE YOU GOING TO DO A CAREER PROJECT? ______ IF SO, DESCRIBE: ________________

____

ARE YOU GOING TO DO A SCIENCE FAIR PROJECT? ______ IF SO, DESCRIBE: ________________

____

____

WHICH CAREER CLUSTER DOES YOUR PROJECT COME UNDER? ________________

WHICH CATAGORY DOES YOUR SCIENCE FAIR PROJECT COME UNDER? ________________

STUDENT CHECK LIST. GIVE THE DATE THAT YOU TURNED EACH OF THE FOLLOWING IN TO YOUR TEACHER: THE FOLLOWING MUST BE IN BY JANUARY 21 OR YOU WILL RECEIVE AN "I" FOR THIS SEMESTER!

LETTER OF APPLICATION ________________

RESUME ________________

INTERVIEW ________________

INDIVIDUAL FIELD TRIP FORM ________________

PARTICIPATING EMPLOYER'S EVALUATION FORM ________________

STUDENT EVALUATION OF SHADOWING ________________

DATA SHEET ________________

LOG OF ACTIVITIES ________________

REPORT OF SHADOWING ________________

TH[illegible] YOU NOTE TO EMPLOYER ________________

CAREER PROJECTS ARE DUE FEBRUARY 22.

SCIENCE FAIR PROJECTS ARE DUE MARCH 3. (The county science fair will be Mar 11-15.

HALLANDALE HIGH SCHOOL
SHADOWING
INDIVIDUAL FIELDTRIP FORM

NAME OF STUDENT________________________ Science Teacher__________
(print)

DATE OF PROPOSED FIELD TRIP ______________ PERIOD STUDENT HAS SCIENCE____

I understand that it is my responsibility to make all the necessary arrangements when I participate in Shadowing. I further understand that I must make arrangements with my teachers to make up all work missed, provide my own transportation and get all the signatures required on this form.

____
(Signature of student)

....

NAME OF PARTICIPATING EMPLOYER________________________________

OCCUPATION____

ADDRESS______________________________ BUSINESS PHONE____________

I agree to allow this student to spend time observing my occupational role at the above address on the date stated above.

____
(Signature of Employee)

....

I hereby give my permission for my son/daughter________________________
(Name of Student)

to participate in the individual field trip. I have read the rules regarding this activity and understand the responsibilities involved.

By my signature on this statement, I release and hold harmless, The School Board of Broward County, Hallandale High School and the individual sponsors, including teachers and principal, from all liability for mishap or injury to the student named herein while participating in activities for the period specified.

______________ ____________________
(Date) (Signature of Parent or guardian)

HOME PHONE________________ BUSINESS PHONE________________

....

The following teachers give their permission for you to miss their class on

(DATE)______________. They understand that you will be shadowing and that you will make up all work missed.

1.______________________ 6.______________________

2.______________________ 7.______________________

3.______________________ 8.______________________

4.______________________ 9.______________________

5.______________________

HALLANDALE HIGH SCHOOL

THE SHADOW PROGRAM

EMPLOYER INFORMATION SHEET

Dear sir:

Shadowing is an experience that offers the student an opportunity to spend some time "on the job" with a person at work, so that he may obtain additional insight and have direct experience in the "real world" environment.

The Career Education concept is one which focuses upon the various ways in which people earn a living. It places emphasis on self-awareness, career awareness, decision making, exploration and employability skills. When the student has successfully met the objectives in self-awareness and career awareness he is ready for exploration and a more indepth study of the job family of his chioce. These activities that follow will lead him to make a tentative career decision and to participate in the shadowing program.

The student will:

1. develop an appreciation of the dignity and worth of work
2. be able to identify the advantages and disadvantages of work
3. be able to see the academic and career skills involved
4. learn the education and training needed
5. determine whether the job matches his aptitudes and interests
6. develop a more positive attitude about the personal, social and economic significance of work
7. consider learning a realistic and relevant experience

In these ways the student, given the truth, will be able to make a more realistic career choice, may tailor his curriculum to his needs, may exit school at any level with a marketable skill, and may re-enter at will to continue his education. This unique approach to teaching is an attempt to make learning realistic and relevant, and ultimately to provide each student with an opportunity to become a happy and productive member of society. It is also hoped that the student can gain certain information and technical help needed to complete a Career-Science Fair Project.

Thank you for expressing an interest in the Shadowing Program. This project represents a combined effort by the Broward County Career Education Project and the Fort Lauderdale Chamber of Commerce Culture/Education Task Force. I sincerely hope this sheet that outlines the program will be of help to you as we work together to prepare Broward County students in their future careers.

Sincerely,

Donna J. Stull

Donna J. Stull
Career-Education Coordinator
Science Department Head
Hallandale High School

6. Switches and cords must be Underwriter approved. All 110-volt operated exhibits must supply their own extension cord and plugs. Do not use open knife switches. Exposed wire and metal parts carrying current must be insulated and out of reach of observers. Inappropiate exhibits will be rejected. Electricity may not be available at the Fair.

B

7. No vertebrate animals may be exhibited. (Photographs could be exhibited.)
8. Djangerous chemicals, obnoxious gases, open flames, and explosives may not be exhibited. Poisonous animals may not be exhibited.
9. Projects using live birds, other than domestic poultry, must have prior written approval of the Audubon Society. Such written approval must be submitted with registration materials. Projects involving live animals or excavations must follow special entry regulations found later in this package.
10. All exhibits must be registrated and set-up in accordance with all deadlines to be eligible for judging. Exhibits must also be removed by deadlines or be destroyed.
11. Neither the school nor the county will assume any liability for loss or damage to exhibits.
12. Penalities may be instituted for No-Show or Not-Removed projects. Entries may be withdrawn by calling up to 48 hours before the set-up deadline. Students withdrawing after this time will be considered NO-Shows.

Special Entry Regulations

ANIMAL EXPERIMENTATION RULES

1. The basic aim of scientific studies that involve animals is to achieve an understanding of, and deep respect for life itself and for all that is living.
2. A qualified adult supervisor must assume primary responsibility for the purposes and conditions of any experiment that involves living animals whether it results in an exhibit or paper. A STATEMENT FROM THIS PERSON SHALL BE INCLUDED WITH THE STUDENT'S REGISTRATION MATERIAL.

3. Experiments on living animals shall be limited to the use of invertebrates, frogs, other non-mammals, and such small mammals as mice, hamsters, guinea pigs, or rabbits.

4. No experiment should be undertaken that involves anesthetic drugs, hypodermic injections, surgical procedures, pathogenic organisms, toxicological products, carcinogens, or radiation unless a trained biological scientist, physician, dentist, veterinarian or qualified medical laboratory technician directly supervises the experiment. A STATEMENT FROM THIS PERSON SHALL BE INCLUDED WITH THE STUDENT'S REGISTRATION MATERIAL. Projects involving surgery must be presented through any media which excludes direct exhibition of animals.

5. The comfort of the animal used in any study shall be a prime concern of the student investigator. Gentle handling, proper feeding, and provision of appropiate sanitary quarters shall at all times be strictly observed.

6. Any experimentation in nutritional deficiency may proceed only to the point where definite symptoms of the deficiency appear. Appropriate measures shall then be taken to correct the deficiency, if such action is feasible. Otherwise provisions must be made for the humane disposal of the animal.

7. NO VERTEBRATE ANIMALS MAY BE EXHIBITED.

EXCAVATION RULES

Registration of any project which involves excavation and results in either a paper or exhibit must be accompanied by:

1. A certificate attesting that the work was conducted under qualified supervision; or
2. A statement that the excavation was done as salvage in the face of immediate highway or building destruction of the site; or
3. Explicit evidence that the necessary records have been made; and

INTERVIEW

Date this sheet is due __________

Student's name ______________________________ Date of interview ______________

Employer's name ______________________________ Career shadowed ______________

GUIDELINES FOR CONDUCTING AN INTERVIEW - use the following questions as a guide to interview the employer you shadow.

1. What duties are involved in your occupation? ______________________________

____

2. How old must you be before you can become employed? ________

3. What skills and training are required? ______________________________

____

4. What do you like best about your occupation? ______________________________

Why? ____

5. What do you like least about your job? ______________________________

Why? ____

6. Was this your first choice of occupations? ________ How many times have you changed jobs? ________ Why? ______________________________

7. How does your occupation affect your personal life? ______________________________

____

8. Do you have to work odd hours or at night? ________ Are you tired or frustrated when you get home? ________ Do you have noise during the day so that you need quiet when you get home? ________

9. Are people with your kind of skills usually needed, even when business is slow? ____

10. Wages or salary: Beginning __________ Average __________ Maximum __________

11. How long does it take to reach maximum? __________

12. Benefits: Group Life Insurance __________ Group Health Insurance __________

Retirement plan ______________________ Vacation with pay ______________________

Sick leave ______________________ Dental care ______________________

Other ____

13. Is there a possibility of receiving or losing alot of money quickly? __________

14. Is a large sum of money important or necessary for living the kind of life that you like or want to live? ________

15. Does your occupation enable you to live as you like? __________

16. Is the business local only or national? __________________

17. Is the work seasonal? _______ If yes, what do you do the rest of the year?______

____

18. By the time I get out of school do you think there will be a need for alot of people in this occupation? ______ Why or why not?_________________________________

19. Are there good opportunities for promotion?___________

20. In order to be trained in this occupation, do I have to spend alot of money?_____

21. Do I have to buy alot of tools or equipment? ______

22. In order to be fully trained in this field (including education, training, uniforms, tools, supplies, etc.), how much is it going to cost me to get started?

____

23. How many hours a day do you work?_____

24. How many days a week do you work?_____

25. How many hours a week do you work?______

26. Are there any dangers to your physical health?___________ If so, what?__________

27. Do you think you would like to do this job the rest of your life?__________

28. Would you prefer doing another line of work?______ Why?________________________

29. Does your company ever hire people who are still in high school?_____ If so, doing what? ________________________What would be the starting salary?_____________

30. Does your business hire people with a high school diploma and little work experience? _______ What sort of jobs would be available?___________________________ What would be the starting salary?______ What are the oppunities for promotion?

____

31. When your business hires new employees, what characteristics do you look for? (including skills, personality traits, dress, etc.)_________________________________

____

____

32. As a person in the business world, what would you suggest I do, if I want to go into this field as a profession?____

EMPLOYER'S EVALUATION OF THE STUDENT

Student's name______________________________ Date this sheet is due back______

Name of student's science teacher____________________ Science period_____________

(Student fills-in the above and then gives the form to the employer when shadowing.)

Dear Employer:

Hallandale High School sincerely appreciates the time you have taken in helping this student learn about your career. With the business community and the schools working together, perhaps we can turn out students better prepared to assume their roles in the working world. We would appreciate your completoing and returning this form as soon as it is conveniently possible. Return the form to:

Miss D.J. Stull
Hallandale High School
1050 N.W. 7th Court
Hallandale, Florida 33009

1. Did the student have sufficient knowledge of the career? yes___ no___
2. Did the student display an acceptable attitude towards this career? yes___ no___
3. Did the student show an acceptable attitude towards you, as a sponser, and your participating employees? yes___ no___
4. Did the personal appearance and manner of the student meet the requirements and approval of your company? yes___ no___
5. Was the student attentive? yes___ no___
6. Was the information you received on the program adequate? yes___ no___
7. Would you like to participate in this program next year? yes___ no___
8. What suggestions would you make for improving the program? (Use the back of this sheet.)
9. Please evaluate the program and the student in general:

____

____

____

____

Evaluator's name (please print) ______________________________

Nature of work ____

Company ____

Address ____

Evaluator's signature________________

Title______________________________

EXAMPLE OF RESUME

Name: JOHN R. JONES

Address: 1632 Esther Drive
Glenside, Pennsylvania 03397

Telephone: 349-9487

Personal: Date of birth: April 4, 1959
Place of birth: Glenside, Pennsylvania
Marital status: single
Height: 5'8" Weight: 150 pounds
Health: Excellent
Selective Service Classification: Class IIA
Social Security Number: 183-49-5867.

Education: High school: Abington Senior High School, Abington, Pennsylvania
June 1975, business courses.
Skill achievements: shorthand- 120 words a minute
typing- 70 words a minute
business machines: dictating, calculating and duplicating machines.
Extracurricular activities: Vice-President, Future Business Leaders of America; member National Honor Society.

Experience: Abington Memorial Hospital, 1200 Old York Road, Abington, PA. - volunteer secretarial work after school, 1964.
Camp Holiday, Beaver Lake, PA. - camp counselor, summers of 1972, 1973.

*References: Dr. walter A. Smith, Principal, Abington Senior High School, Abington, PA.
Mrs. Esther A. Jones, Supervisor of Volunteers, Abington Memorial Hospital, Abington, PA.
Mr. Walter A. Bruce, Director, Camp holiday, Beaver Lake, PA.

*NEVER use a name as a reference, unless you have first gotten permission from them to use their name as a reference.

EXAMPLE OF A LETTER OF APPLICATION

588 Bever Drive
Dayton, Ohio 45406
November 21, 1976

Mr. Morton Miller
Baker and Miller, Inc.
710 Raleigh Building
Reading, Ohio

Dear Mr Miller:

It has come to my attention via Miss Grace Thomas, your secretary, that a vacancy exists in your stenographic staff for the summer months. Please consider me as an applicant for this position.

I am enclosing along with this letter a resumé of my experience and education.

May I have a personal interview at your convenience? My telephone number is 398-9838.

Sincerely,

Helen Stacy

Helen Stacy

HALLANDALE HIGH SCHOOL

CAREER-SCIENCE FAIR

STUDENT EVALUATION OF SHADOWING EXPERIENCE

1. Do you feel that the shadow program was a worthwhile experience? Yes___ No___

WHY?____

2. Was there sufficient time allowed for interviews and observations? Yes___ No___

3. Were you able to get sufficient information to make a decision on this career?

Yes___ No___

4. What was the name of the company that sponsored you?______________________

5. Was the person shadowed willing to be interviewed? Yes___ No___

6. Were you interviewed? Yes___ No___ By whom?______________________________

7. Were you properly prepared for the interview? Yes___ No___

8. If not, why? (Improper dress, lack of knowledge of the career, felt insecure, etc.)

Please explain____

9. Do you feel that your preparation for the shadowing experience was adequate enough to make it successful? Yes___ No___

10. Would you like to have the opportunity to shadow again? Yes___ No___

11. What aspect of the program proved most valuable to you? ___________________

____

12. Would you recommend this program to other students? Yes___ No___

13. What changes do you think should be made to improve the program for the students?

____

____

____

14. Name three things you learned that you did not know before?

(1)____

(2)____

(3)____

Student's signature_______________________

Program completed_______________________

Science teacher_______________________ Period__________

HALLANDALE HIGH SCHOOL
CAREER-SCIENCE PROJECT

CAREER CLUSTERS

TO THE STUDENT: If you elect to do a career project, it will be judged under one of the following 12 career areas. Some examples of careers that would be in each area have been given; if you are not sure which area your career fits into, ask your teacher.

1. ARTS AND HUMANITIES
   - art/painting/sculpture
   - black studies/african culture
   - ceramics
   - dance
   - debating/public speaking
   - fashion design
   - commercial art
   - interior decorating
   - jewelry
   - modeling
   - music/voice/instrumental

2. CONSTRUCTION
   - architecture
   - woodworking
   - carpentry
   - heavy equipment operator
   - house painting
   - welding

3. EDUCATION
   - bus driver
   - chemist research
   - clergy/religion
   - coaching
   - counseling
   - librarian
   - maintenance worker
   - mathematician
   - teaching

4. GOVERNMENT
   - city management
   - diplomatic service
   - firefighters
   - law/court work
   - military/arm forces
   - police
   - postal workers

5. HEALTH AND WELFARE
   - ambulance aide
   - child care/day care
   - dental technician
   - dentistry
   - drug abuse prevention
   - hospital administration
   - doctor
   - medical technician/X-ray
   - mental health occupations
   - mortician

5. HEALTH CONT.
   - optometry
   - pharmacy
   - parole officer
   - psychiatry/psychology
   - social work
   - vet
   - youth work (YWCA,etc)

6. MANUFACTURING
   - assembling
   - clerk
   - engineering
   - inventory control
   - machinist
   - warehouse management
   - personnel administration
   - sales/retail

7. NATURAL RESOURCES
   - aerospace
   - agriculture
   - archaeology
   - astronomy
   - biology/ecology
   - florist/forestry
   - mining/physics
   - landscaping
   - weather
   - marine sciences
   - sewage treatment
   - park ranger

8. PERSONAL SERVICES
   - animal grooming
   - baker/butcher
   - bartender/waiter
   - chef/tailor
   - hair styling
   - hotel management
   - domestic work
   - laundry/dry cleaning
   - restaurant management

9. RECREATION & ENTERTAINMENT
   - guide/hunting/fishing
   - lighting/sound technician
   - athlete/pro
   - recreation center director
   - entertainer/director/singer
   - travel agent

10. PRODUCT SERVICES
    - repair
    - automotive
    - aviation
    - maintenance/service
    - carpet layer
    - electrician
    - electronics
    - glass installer
    - plumber
    - radio/TV repair
    - sheet metal work
    - small engine repair
    - upholstering

11. TRADE/FINANCE/OFFICE
    - accounting
    - banking
    - bookkeeping
    - business ad.
    - data processing
    - computers
    - insurance
    - real estate
    - secretary
    - stockbroker
    - store manager

12. TRANSPORTATION & COMMUNICATION
    - advertising
    - air traffic control
    - boat steward
    - broadcasting
    - dispatchers
    - journalism
    - movie making
    - moving and storage
    - photography
    - piolet/aviation
    - printing
    - seamanship
    - airline hostess
    - telephone operator
    - telephone installer
    - train engineer, etc.
    - trucking/delivery
    - TV studio production
    - telephone sales
    - public relations

HALLANDALE HIAGH SCHOOL
SCIENCE FAIR

A

I. GENERAL INFORMATION

A. Philosophy

The Broward County Science Fair has been established to increase student motivation and interest in the sciences and to provide for public recognition of outstanding students in Broward County. The County Science Fair has set its goals to:

promote interest in science
promote recognition of outstanding talent
promote public relations
promote increased civic awareness and to stimulate a spirit of cooperation

B. What is the "Fair"?

The Broward County Science Fair will be a public display of outstanding exhibits created by individual students of Broward County.

II. ENTRIES

A. Exhibits

All entries will be exhibits.

Definition of exhibit: A concrete expression of scientific knowledge and technical ability. It is a free-standing display constructed entirely by the student under guidance of a teacher or resource person illustrating a scientific principle or showing basic research. An exhibit should clearly demonstrate one of the following:

1. operation of a scientific principle
2. new information for the student obtained as a result of the project
3. a solution to a scientific problem

B. Participation

Students may enter only one project. All work must be done by the individual students, no group projects will be accepted. Others may only advise and suggest.

C. Categories

The following categories have been established. It is the students responsibility to decide which category he wishes to enter.

B	Botany
Z	Zoology
BC	Bio-Chemistry
HM	Health-Medicine
E	Ecology
P	Physics
MB	Micro-Biology
ME	Math-Engineering
C	Chemistry
ES	Earth-Space
SS	Social Science-Behavior

D. General Regulations

1. Exhibits must be durable and free-standing. (No wall space)
2. Maximun base size: 30 inches deep x 48 inches wide. Maximun height: 10 feet. A rigid base such as plywood is helpful as exhibits will be placed on tables. An exhibit may be placed on the floor.
3. Students are responsible for setting up and removal of their own projects. They must provide all necessary materials . . . tools, nails, tacks, electric cords, etc.
4. Students' name and school must be placed on exhibit in an inconspicuous place (such as on the back).
5. Entrant is responsible for firmly attaching all removable parts. Security is to be designed into the exhibits!

C

4. In addition the exhibitor must present evidence that a summary of his excavation has been submitted to the Florida Anthropological Society of the various departments of anthropology and/or archaeology at the state institutions.

III. JUDGING CRITERIA

Criteria for judgment will be based on the following:

	(county)	(HHS)
Creative ability	30 points	60 points
Scientific thought	30 points	60 points
Thoroughness	15 points	30 points
Skill	15 points	30 points
Clarity	10 points	20 points

(Your teacher may give you a slightly different scale, but the science project will count approximately two test grades. If the project is not done and a career project has not been done, you will receive an "I" for the grading period until it is finished. An "I" automatically changes to a "F", if the work is not made up.)

All exhibits will be judged anonymously. The student's name and school shall not appear on the front of any exhibit until after judging. The decisions of the judges will be final. All entrants will receive recognition for participation. All winners must attend awards ceremony.

IV. AWARDS

General Awards

Ribbons and awards will be given to deserving exhibits in all categories. Superior, Excellent, and Honorable Mention designations will be made where appropiate.

Special Area Awards

It is anticipated that many outstanding projects in special areas will be selected for awards by various organizations and groups.

Awards Program

An awards ceremony will be held for the presentation of all awards.

. . . .

LOCAL INFORMATION FOR HHS STUDENTS:

The county science fair will be March 11-15.
The science fair here at school will be March 3. The student will be responsible for setting up his project and for taking it down. The projects may be set up from 12:20 Wed., March 2 until 7:30 AM, Thursday , March 3. The projects must be removed from the area between 12:20, Thursday and 4:30 PM, Thursday, March 3. Any projects or equipment left in the area after 4:30 Thursday, March 3, will be destroyed!

Any student who is asked to enter the county level science fair and does, will automatically receive one grade higher in their science class. Any student who wins a ribbon on the county level science fair will receive another grade higher in their science class. Any student who qualifies for the state science fair and takes his project to the state fair will receive an "A" for the semester. If you win the state and go the nationals can take over the class as teacher.

Trophies and ribbons will be awarded on the local level.

When you bring your project to school, be sure to sign-in and receive your number. Display the number on the front of the project, write your name and teacher on the back.

HALLANDALE HIGH SCHOOL
CAREER EDUCATION

A sample of student responses to shadow evaluation question #1:

"Do you feel that the shadow program was a worthwhile experience? Yes___ No___ Why?"

"Yes, because it gave me a feeling of responsibility."

"Yes, because I got a chance to see if the career I shadowed is the one I really want to go into."

"Yes, because I got to go on the job and see what really goes on."

"Yes, because I learned things that could be a benefit to my daily life."

"Yes, because it helped me learn things I never knew before."

"Yes, because when it's time for me to get out on my own, I will know what to expect."

"Yes, because it shows you the importance of having a job."

"Yes, because I enjoyed myself very much and also learned a lot."

"Yes, I learned I do not want to be a vet."

"Yes. It helped me to understand the requirements for the field in which I hope to go into."

"Yes. I learned how to go about getting a job."

"Yes, because I liked the X-ray field and would like to check it out more."

"Yes, because it gives you a good idea of setting your goal for the future."

"Yes. It helps a person find out more about the career world."

"Yes. You really get a chance to experience your interests."

"Yes. It gave me some ideas about the field that I am interested in."

"Yes. You get first hand knowledge of the profession."

HALLANDALE HIGH SCHOOL
CAREER EDUCATION

A sample of employer's responses to employer's evaluation of the student, question #9:

"Please evaluate the program and the student in general:"

"I think that this project is very good. It allows students to be exposed to different career opportunities so it is easier for them to choose a career that will be profitable to them" (Check printer)

"The program is very good and everyone should have the experience. It's something that should be done in every school to help the student become more affiliated with work. The student was very responsible and courteous." (Florist)

"..seems like a very good program. It should be done on a monthly basis so the student can be exposed to a number of different trades." (Service Copy Machine Operator)

"This is a very nice way for young people to find out what they would like to do in life. This student has quick learning skills and is serious and neat." (Meat Cutter)

"I find it very encouraging that schools undertake programs of such scope and magnitude to insure the students place in the work force of America." (Pool Manager)

"I think that this is a good program. I know very little about any career to choose when I completed school. I was lucky to get into the X-ray field and like it. The student should be able to look at many different careers." (X-ray technologist)

"A commendable effort to acquaint young students with the actualities of work. This young lady would make a good veterinarian should she choose the hard road to becoming one." (Veterinarian)

"From what I've seen, this program is very helpful to the students. Schools usually are not a good representation of what it's like in the working world." (Artist)

"Bright, polite, interested young lady. Motivation and maturity quite commendable. Program as reflected by the questionnaire is good because it emphasizes the real aspects of working for a living." (Pathologist, Assistant Professor)

"This is a very nice way for young people to find out what they would like to do in life. This student has quick learning skills and is serious and neat." (Meat Cutter)

"I find it very encouraging that schools undertake programs of such scope and magnitude to insure the students place in the work force of America." (Pool Manager)

"I think that this is a good program, I know very little about any career to choose when I completed school. I was lucky to get into the X-ray field and like it. The student should be able to look at many different careers." (X-ray technologist)

"A commendable effort to acquaint young students with the actualities of work. This young lady would make a good veterinarian should she choose the hard road to becoming one." (Veterinarian)

"From what I've seen, this program is very helpful to the students. Schools usually are not a good representation of what it's like in the working world." (Artist)

"Bright, polite, interested young lady. Motivation and maturity quite commendable. Program as reflected by the questionnaire is good because it emphasizes the real aspects of working for a living." (Pathologist, Assistant Professor)

"The program is a good step in a positive direction. I feel th the student that I worked with has found a lot of her weak points and can now begin to develop these areas on her own."
(Recreation Director)

"The program is good for not only the student; but the employe also. It makes you look closely at your work, wages, and benefits." (Drama Director)

"A very worthwhile program, affording an insight into the career which no ordinary literature could provide. Wish I had such a program when I was in high school." (Medical Technologist)

APPENDIX C

BROWARD COUNTY CATALOG OF SALABLE SKILLS, COURSE REQUIREMENTS, AND COUNTY COURSE NUMBERS

CATALOGUE OF SALABLE SKILLS, COURSE REQUIREMENTS, AND COUNTY COURSE NUMBERS

AREA: AGRICULTURE AND HORTICULTURE

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
1. Agriculture Mechanic Trainee	Agriculture I and II	3691, 3692
or	Recommended:	
2. General Farm Hand	English (esp. reading skills)	5115
or	General Math	2213
3. Ranch Hand	General Science	1344
or		
4. Cattle Ranch Hand		
or		
5. Horse Ranch Hand		
or		
6. Agriculture Retail Salesman		
7. Nursery Retail Salesman	Horticulture	3667
or	Recommended:	
8. Nurseryman	Composition	5167
or	English (esp. reading skills)	5115
9. Landscape Maintenance Man	General Math	2213
	General Science	1344
or	For Landscape Designer:	
10. Landscape Designer	Industrial Arts: Drafting	5813

AREA: ART

1. Sign Painter	Design-Drawing	6601
	Commercial Art 1	6693
	Commercial Art 2	6694
	Commercial Art 3	6695
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
2. Display Artist in Stores	Design-Drawing	6601
	Commercial Art 1	6693
	Commercial Art 2	6694
	Commercial Art 3	6695
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
3. Layout Artist for Advertising Agency or Newspaper	Design-Drawing	6601
	Commercial Art 1	6693
	Commercial Art 2	6694
	Commercial Art 3	6695
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
4. Paste-Up Artist for Advertising Agency or Newspaper	Design-Drawing	6601
	Commercial Art 1	6693
	Commercial Art 2	6694
	Commercial Art 3	6695
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
5. Batik Designer	Design-Drawing	6601
	Constructive Design	6685
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
6. Potter	Design-Drawing	6601
	Constructive Design	6685
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
7. Leather Craftsman	Design-Drawing	6601
	Constructive Design	6685
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
8. Jewelry Designer in Lost Wax or Assistant in Dental Platemaking	Design-Drawing	6601
	Constructive Design	6685
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777

Con

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
9. Jewelry Designer in Metal or Metal Worker	Design-Drawing	6601
	Constructive Design	6685
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
10. Macramé Craftsman	Design-Drawing	6601
	Constructive Design	6685
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
11. Glass Craftsman	Design-Drawing	6601
	Constructive Design	6685
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
12. Designer of Mosaic Tile, Murals, Tables, or Trays	Design-Drawing	6601
	Constructive Design	6685
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
13. Ceramics Studio Worker (Pouring slip in molds, loading and unloading kiln, preparing clay in pug mill)	Arts and Crafts (Basic) 1&2	6773, 6674
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
14. Leathercraft Shop Worker	Arts and Crafts (Basic) 1&2	6773, 6674
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
15. Glass Cutter and Polisher in Glass and Mirror Shop	Arts and Crafts (Basic) 1&2	6773, 6674
	Recommended:	
	Consumer Math	2285
	Business English	5127

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
16. Mosaic Tile Setter	Arts and Crafts (Basic) 1&2	6773, 6674
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
17. Mural Painter (Walls and Swimming Pools)	Design-Drawing	6601
	Painting-Printmaking	6774
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
18. Portrait Painter	Design-Drawing	6601
	Painting-Printmaking	6774
	Advanced Painting	6675
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
19. Photographer or Photographer's Assistant	Design-Drawing	6601
	Photography	6753
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
20. X-Ray Processor	Design-Drawing	6601
	Photography	6753
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
21. Sales Person in Photo Shop	Design-Drawing	6601
	Photography	6753
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
22. Engraver	Design-Drawing	6601
	Painting-Printmaking	6774
	Advanced Printmaking	6621

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
Engraver, cont.	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
23. Silk Screen Printer	Design-Drawing	6601
	Painting-Printmaking	6774
	Advanced Printmaking	6621
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
24. Designer of Decorative Sculptures for Gardens, Patios, and Homes	Design-Drawing	6601
	Ceramics-Sculpture	6687
	Advanced Sculpture	6688
	Recommended:	
	Consumer Math	2285
	Business English	5127
	Typing	7777
AREA: BUSINESS EDUCATION		
1. Bookkeeper I	Typewriting, Beginning	7777
	Bookkeeping I	7626
	Business Math	7672
	Business Machines	7783
	Business Communications	7775
	Recommended:	
	Bookkeeping II	7643
	Bookkeeping Systems (Offered at Sheridan Vocational Center)	7783
	CBE	7728
	English	5115
	General Math	2213
*2. Bookkeeping Machine Operator	Typewriting, Beginning	7777
	Bookkeeping I	7626
	Business Math	7672
	Business Machines	7783
	Business Communications	7775
	Recommended:	
	Bookkeeping Systems (Offered at Sheridan)	7783
	CBE	7728
	English	5115
	General Math	2213

*All asterisks indicate salable skills to be added to existing programs.

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
*3. Calculating Machine Operator	Typewriting, Beginning	7777
	Business Math	7672
	Business Machines	7783
	Business Communications	7775
	Recommended:	
	Bookkeeping I	7626
	CBE	7728
	English	5115
	General Math	2213
*4. Insurance Clerk I	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Business Machines	7783
	Business Math	7672
	Clerical Office Practice	7604
	Business Communications	7775
	Recommended:	
	Bookkeeping I	7626
	CBE	7728
	English	5115
	General Math	2213
*5. Insurance Clerk II	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Business Machines	7783
	Business Math	7672
	Clerical Office Practice	7604
	Business Communications	7775
	Recommended:	
	Bookkeeping I	7626
	CBE	7728
	English	5115
	General Math	2213
	Shorthand, Beginning	7727
	Shorthand, Advanced	7756
*6. Payroll Clerk	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Business Math	7672
	Business Machines	7783
	Clerical Office Practice	7604
	Business Communications	7775
	Bookkeeping I	7626
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
*7. Keypunch Operator	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Business Machines	7783
	Introduction to Data Processing	7628
	Punch Card Data Processing	7636
	Business Communications	7775
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
8. Duplicating Machine Operator	Typewriting, Beginning	7777
	Business Machines	7783
	Business Communications	7775
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
9. File Clerk	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Business Machines	7783
	Clerical Office Practice	7604
	Business Math	7672
	Business Communications	7775
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
10. Billing Clerk	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Business Machines	7783
	Clerical Office Practice	7604
	Business Math	7672
	Business Communications	7775
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
11. Transcribing Machine Operator	Typewriter, Beginning	7777
	Typewriting, Advanced	7784
	Business Communications	7775
	Business Machines	7783
	Clerical Office Practice	7604
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
12. Clerk, General	Typewriting, Beginning	7777
	Business Machines	7783
	Clerical Office Practice	7604
	Business Math	7672
	Business Communications	7775
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
13. General Office Administrative Clerk Automobile Contract Clerk District Clerk Manifest Clerk Settlement Clerk Tax Clerk Award Clerk	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Clerical Office Practice	7604
	Business Machines	7783
	Business Math	7672
	Business Communications	7775
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
*14. Offset Duplicating Machine Operator	Clerical Office Practice	7604
	Business Machines	7783
	Business Communications	7775
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
*15. Shipping and Receiving Clerk, Traffic Clerk	Typewriting, Beginning	7777
	Clerical Office Practice	7604
	Business Math	7672
	Business Communications	7775
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
*16. Typewriter Operator, Automatic	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Clerical Office Practice	7604
	Business Math	7672
	Business Communications	7775
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
*17. Stock Control Clerk Inventory Clerk Stock Order Lister	Typewriting, Beginning	7777
	Business Math	7672
	Bookkeeping	7626
	Business Machines	7783
	Clerical Office Practice	7604
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
18. Receptionist	Typewriting, Beginning	7777
	Business Communications	7775
	Clerical Office Practice	7604
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
19. Typist	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Business Math	7672
	Business Communications	7775
	Business Machines	7783
	Clerical Office Practice	7604
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
20. Clerk Typist	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Clerical Office Practice	7604
	Business Machines	7783
	Business Communications	7775
	Business Math	7672
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
21. Stenographer	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Shorthand, Beginning	7727
	Shorthand, Advanced	7756
	Secretarial Office Practice	7771
	Business Machines	7783
	Business Communications	7775
	Business Math	7672
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
22. Secretary	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Shorthand, Beginning	7727
	Shorthand, Advanced	7756
	Secretarial Office Practice	7771
	Business Machines	7783
	Business Communications	7775
	Business Math	7672
	Recommended:	
	Business Law	7671
	CBE	7728
	English	5115
	General Math	2213
*23. Medical Secretary	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Secretarial Office Practice	7771
	Business Machines	7783
	Business Communications	7775
	Business Math	7672
	Recommended:	
	Shorthand, Beginning	7727
	Shorthand, Advanced	7756
	Business Law	7671
	CBE	7728
	English	5115
	General Math	2213
*24. Legal Secretary	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Secretarial Office Practice	7771
	Business Machines	7783
	Business Communications	7775
	Business Math	7672
	Business Law	7671

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
	Recommended	
	Shorthand, Beginning	7727
	Shorthand, Advanced	7756
	CBE	7728
	English	5115
	General Math	2213
*25. Hospital - Outpatient Clerk	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Business Math	7672
	Business Communications	7775
	Clerical Office Practice	7604
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
*26. Credit Clerk	Typewriting, Beginning	7777
	Typewriting, Advanced	7784
	Business Math	7672
	Business Machines	7783
	Clerical Office Practice	7604
	Recommended:	
	CBE	7728
	English	5115
	General Math	2213
AREA: COSMETOLOGY		
1. Cosmetologist (all phases of cosmetology)	Cosmetology (Offered at Sheridan Vocational Center)	9031
or	Recommended:	
2. Shampoo Girl		
or	Art	6601
3. Manicurist	Chemistry	1316
or	Math	2213
4. Wig Stylist	Reading	5144
or		
5. Make-Up Artist		
AREA: DISTRIBUTIVE EDUCATION		
1. Department Store Credit Interviewer/Cashier/Receptionist/Credit Application Cashier/Cashier	Marketing and Merchandising 1 and 2 Distributive Education 3	4635,4636,4637
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Business Law	7602
	Consumer Economics	0461

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
2. Department Store Display Helper/ Sign Printer	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Psychology	0427
	Art	6601
	Commercial Art	6693
3. Department Store Salesperson/Professional Salesperson	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Business Law	7602
	Consumer Economics	0461
4. Department Store Receiving Clerk	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
5. Department Store Stockperson	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Consumer Economics	
	Business Law	
	Creative Writing	5168
*6. Advertising Copy Writer	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Consumer Economics	0461
	Business Law	7602
	Creative Writing	5168

*All asterisks indicate salable skills to be added to the existing program.

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
*7. Advertising Layout Helper	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distribution Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Pyschology	0427
	Consumer Economics	0461
	Commercial Art (Advanced)	6695
8. Food Store Checker	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Pyschology	0427
	Consumer Economics	0461
9. Food Store Head Cashier	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Consumer Economics	0461
10. Food Store Grocery Clerk/Produce Clerk	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Consumer Economics	0461
11. Cashier/Room Clerk	Hotel-Motel Front Office Procedure (Offered at Sheridan and Atlantic Vocational Centers)	4748
	Recommended:	
	English	5115
	Business Math	7672
	Bookkeeping	7626
	Consumer Economics	0461
	Psychology	0427
*12. Bellman	Hotel-Motel Management (Offered at Sheridan and Atlantic Vocational Centers)	4749

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
13. Restaurant Busboy	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Consumer Economics	0461
	Home Economics (Food)	2650, 2651
14. Restaurant Cashier/ Counter Girl	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7622
	Psychology	0427
	Consumer Economics	0461
	Home Economics (Food)	2651
15. Restaurant Waiter/ Waitress	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Consumer Economics	0461
	Home Economics (Food)	2651
16. Service Station Attendant	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Consumer Economics	0461
	Bookkeeping	7626
17. Checkout Cashier	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Consumer Economics	0461
18. Marker/Stockman	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Consumer Economics	0461
19. Service Desk Attendant	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Consumer Economics	0461
20. Variety Store Salesperson	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Business Law	7602
	Consumer Economics	0461
21. Order Selector	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Consumer Economics	0461
22. Route Salesman and/or Vending Machine Specialist	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Consumer Economics	0461
	Business Law	7602
23. Wholesale Salesperson	Marketing and Merchandising 1 and 2	4635, 4636, 4637
	Distributive Education 3	
	Recommended:	
	English	5115
	Business Math	7672
	Psychology	0427
	Consumer Economics	0461
	Business Law	7602

Cont.

AREA: DIVERSIFIED COOPERATIVE TRAINING

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMB[illegible]
Such representative salable skills as:	Diversified Cooperative Training on the Job	8601

1. Air Conditioner Installer's Helper

2. Auto Body and Fender Repairman

3. Cleaning and Pressing Worker

4. Cook and Baker

5. Dental Assistant

6. Dental Lab Assistant

7. File Clerk

8. Funeral Director's Apprentice

9. Furniture Upholsterer and Repairman

10. Health Service Aide

11. Insurance Clerk

12. Library Page

13. Meat Cutter

14. Medical Lab Aide

15. Motion Picture Projectionist

1[illegible] Painting and Decorating Aide

17. Photographer

18. Pool Maintenance Man

19. Printing Pressman

20. Proof Machine Operator (Bank)

21. Receptionist

22. Reproduction Clerk

23. Sign Painter

24. Sign Shop Worker

25. Veterinary Assistant

26. Waitress

27. Watch and Clock Repairman

28. Wheel Alignment and Frame Straightening Worker

Cont.

AREA: FOREIGN LANGUAGE

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
Such representative salable skills as: 1. Ambulance Driver 2. Bank Cashier 3. Bellman 4. Busboy 5. Cashier 6. Hospital Aide 7. Hotel-Motel Desk Clerk 8. Receptionist 9. Sales Clerk 10. Taxi Driver 11. Telephone Operator 12. Travel Agency Clerk 13. Waiter/Waitress	Course requirements are dependent upon the linguistic aptitude and the phonetic control of the individual student. Generally speaking, three years in the language are required. This requirement must be coupled with the general or vocational education course requirements for the salable skill selected.	7503, 7504, 7505/ 7523, 7524, 7525/ 7533, 7534, 7535

AREA: HEALTH OCCUPATIONS

1. Central Supply Aide	Health Service Aide and/or	3042
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
2. Dental Aide	Health Service Aide and/or	3042
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
3. Dietary Aide	Health Service Aide	3042
	and/or	
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
4. EKG Aide	Health Service Aide	3042
	and/or	
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
5. Housekeeping Aide	Health Service Aide	3042
	and/or	
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
6. Laboratory Aide	Health Service Aide	3042
	and/or	
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
7. Medical Receptionist	Health Service Aide	3042
	and/or	
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213

Con

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
8. Nurse Aide	Health Service Aide and/or	3042
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
9. Pharmacy Aide	Health Service Aide and/or	3042
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
10. Physical Therapy Aide	Health Service Aide and/or	3042
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
11. Physician's Aide	Health Service Aide and/or	3042
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
12. Psychiatric Aide	Health Service Aide and/or	3042
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
13. Respiratory Therapy Aide	Health Service Aide and/or	3042
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
14. Unit Clerk	Health Service Aide and/or	3042
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
15. Veterinarian's Aide	Health Service Aide and/or	3042
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
16. X-Ray Aide	Health Service Aide and/or	3042
	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
17. Hospital Admitting Clerk	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
18. Clerk-Radiology, Physical Therapy, Respiratory Therapy	Cooperative Health Occupations	3102, 3104
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
19. Practical Nurse	Practical Nursing (Offered at Sheridan and Atlantic Vocational Centers)	3045
	Recommended:	
	Biology	1314
	English	5115
	General Math	2213
AREA: HOME ECONOMICS		
1. Child Day Care Center Worker	Child Development and	2612
	Child Care Services or	2716
	Child Care Services and Management (Offered at Sheridan Vocational Center)	2716
	Recommended:	
	Art: Design-Drawing, Crafts	6601, 6683
	Music	1616/1627/1717/1621/1620/1719/1720/1740/1741/1746/1747/1626
	General Math	2213
	General Science	1344
	Physical Education	5553, 5554/5563, 5564
	English	5115
2. Kindergarten-Grade Three, Teacher Aide	Child Development and	2612
	Child Care Services or	2716
	Child Care Services and Management (Offered at Sheridan Vocational Center)	2716
	Recommended:	
	Art	6601
	Music	1616/1627/1717/1621/1620/1719/1720/1740/1741/1746/1747/1626
	Psychology	0427
	General Math	2213
	General Science	1344

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
	Physical Education	5553, 5554/5563, 5564
	English	5115
3. Garment Mender	Clothing and Textiles	2631
	Fundamentals of Clothing Occupations	2731
	Recommended:	
	English	5115
	General Math	2213
4. Alterations Aide	Clothing and Textiles	2631
	Clothing Alterations	2733
	Recommended:	
	English	5115
	Consumer Math	2285
5. Tailor's Aide	Clothing and Textiles	2631
	Basic Tailoring	2739
	Recommended:	
	English	5115
	General Math	2213
6. Seamstress	Clothing and Textiles	2631
	and	
	Custom Dressmaking	2734
	or	
	Clothing Production and Services (Offered at Blanche Ely)	2749
	Recommended:	
	English	5115
	Consumer Math	2285
	General Math	2213
7. Pattern Drafter or 8. Pattern Designer or 9. Pattern Grader	Clothing and Textiles	2631
	Fashion Design and Pattern Making (Offered at Sheridan Vocational Center)	2735
	Recommended:	
	Art: Design-Drawing	6601
	English	5115
	General Math	2213

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
10. Cafeteria Worker	Food and Nutrition or Bachelor Know-How	2651
	and	
	Food Production and Services (Stranahan)	2757
	or	
	Food Production and Management (Offered at Sheridan Vocational Center)	2771
	or	
	Culinary Arts (Offered at Dillard High School and Atlantic Vocational Center)	9193
	Recommended:	
	Health	4393
	English	5115
	Consumer Math	2285
	General Math	2213
11. Catering Aide	Food and Nutrition or Bachelor Know-How	2651
	Food for Special Occasions	2755
	Recommended:	
	Art	6601
	Health	4393
	Consumer Math	2285
	General Math	2213
	English	5115
12. Pantry Worker	Food and Nutrition or Bachelor Know-How	2651
	and	
	Fundamentals of Food Service	2751
	or	
	Fast Food Service (Offered at Stranahan High School and Atlantic and Sheridan Vocational Centers)	
	Recommmended:	
	Health	4393
	Consumer Math	2285
	General Math	2213
	English	5115

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
13. Fast Foods Worker	Food and Nutrition or Bachelor Know-How	2651
	Fast Food Service (Offered at Stranahan High School and at Atlantic and Sheridan Vocational Centers)	2756
	Recommended:	
	General Math	2213
	Consumer Math	2285
	Health	4393
	Industrial Arts-Power Mechanics	5853
	English	5115
14. Baker's Helper	Food and Nutrition or Bachelor Know-How	2651
	and	
	Food Production and Management (Offered at Sheridan Vocational Center)	2771
	or	
	Commercial Foods (Offered at Dillard and Atlantic Vocational Center)	9193
	Recommended:	
	Health	4393
	Art	6601
	General Math	2213
	Consumer Math	2285
	Genral Science	1344
	English	5115
15. Cook	Food and Nutrition or Bachelor Know-How	2651
	Food Production and Management (Offered at Sheridan Vocational Center)	2771
	Recommended:	
	Art	6601
	General Math	2213
	Consumer Math	2285
	English	5115
	General Science	1344
	Health	4393
16. Restaurant Manager Trainee	Food Production and Management (Offered at Sheridan Vocational Center)	2771

Cont

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
	Recommended:	
	Accounting	7619
	Business Communications	7775
	Business Math	7672
	English	5115
	Health	4393
	Psychology	0427
	Typewriting, Beginning	7777
17. Drapery Assistant	Clothing and Textiles	2631
	Home Furnishings Production (Offered at Dillard and Northeast High Schools)	2779
	Recommended:	
	Art	6601
	Industrial Arts-Industrial Materials and Processes	5863, 5873
	General Math	2213
18. Decorator's Aide	Interior Decorator's Aide	2783
	Recommended:	
	Clothing and Textiles	2631
	Art	6601
	General Math	2213
	Industrial Arts Architectural or Mechanical Drawing	5807/5813
	English	5115
AREA: INDUSTRIAL ARTS		
1. Draftsman Trainee	Engineering Drawing I	5813
	Engineering Drawing II	5814
	Recommended:	
	Geometry	2218
	Algebra	2215
	Industrial Materials and Processes (Shop)	5863/5873/5883/5896
	Architectural Drawing	5807
	Research and Development	5815/5816/5829/5830
2. Printer Trainee	Graphic Arts I	5833
	Graphic Arts II	5834
	Recommended:	
	General Math	2213
	General Science	1344
	English	5115
	Research and Development	5815/5816/5829/5830

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
3. Metals Fabricator Trainee	Industrial Materials and Processes I	5863
	Industrial Materials and Processes II	5864
	Research and Development	5815/5816/5829/5830
	Recommended:	
	Engineering Drawing	5813
	Geometry	2218
	Algebra	2215
	Trigonometry	2219
	Chemistry	1316
4. Architectural Draftsman Trainee	Engineering Drawing I	5813
	Recommended:	
	Algebra	2215
	Geometry	2218
	Trigonometry	2219
	Art	6601
5. Soft Material Fabricator Trainee	Industrial Materials and Processes I	5873, 5883
	Industrial Materials and Processes II	5874, 5897
	Research and Development	5815/5816/5829/5830/ 5835/5836
	Recommended:	
	Engineering Drawing	5813
	Algebra	2215
	Geometry	2218
	Trigonometry	2219
	Art	6601
	Science	1344
6. Electronics Mechanic Trainee Communications Equipment Repairman Stereo and High Fi Equipment Repairman, Radio and TV Repairman, Electronics Manufacturing Technician	Electronics I	5827
	Electronics II	5828
	Research and Development	5829/5830
	Recommended:	
	Algebra I	2215
	Algebra II	2216
	Geometry	2218
	Trigonometry	2219
	Chemistry	1316
	Engineering Drawing	5813
	Metals (Industrial Materials and Processes)	5863, 5864

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
7. **Engine Mechanics Trainee**	Power Mechanics I	5853
	Power Mechanics II	5857
	Recommended:	
	General Math	2213
	Metals (Industrial Materials and Processes)	5863, 5864
	General Science	1344
8. **Woodworking Shophand**	Woods I	5873
	Woods II	5874
	(Industrial Materials and Processes)	
	Recommended:	
	General Math	2213
	General Science	1344
	Engineering Drawing I	5813
9. **Electronics Stock Clerk**	Electronics I	5827
	Recommended:	
	General Math	2213
	Business and Typing	7674, 7777
	English	5115
	Electrical Drafting	5813
10. **Outboard Motor Mechanic Trainee**	Power Mechanics I	5853
	Power Mechanics II	5857
	Recommended:	
	Math	2213
	Drafting	5813, 5814
	Metals	5863, 5864
	Electricity/Electronics	5827, 5828
11. Shipyard Painter Trainee	Woodworking I	5873
	Woodworking II	5874
	(Industrial Materials and Processes)	
	Metals I (Industrial Materials and Processes)	5863
	Recommended:	
	Math	2213
	General Science	1344
	Drafting	5813

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
12. Boat Outfitter Trainee	Metals I	5863
	Metals II (Industrial Materials and Processes)	5864
	Woodworking I and Plastics	5873
	(Industrial Materials and Processes)	5883
	Recommended:	
	Math	2213
	Drafting	5813
	English	5715
	Electricity/Electronics	5827, 5828
13. Assembler, Small Parts	Metals I	5863
	Metals II (Industrial Materials and Processes)	5864
	Woodworking I (Industrial Materials and Processes)	5873
	Recommended:	
	Math	2213
	Drafting, Electricity/Electronics	5813, 5827, 5828
14. Production Machine Operator	Metals I	5863
	Metals II (Industrial Materials and Processes)	5864
	Recommended:	
	General Math	2213
	Drafting	5813
	Research and Development	5815/5816/5829/5830/5835/5836
15. Attendant, Service Station	Power Mechanics I	5853
	Power Mechanics II	5857
	Industrial Materials and Processes (Metals)	5863, 5864
	Recommended:	
	Electricity/Electronics	5827, 5828
	General Math	2213
	Business	7674
16. Lawn Maintenance Man	Power Mechanics I	5853
	Recommended:	
	Horticulture	3667
	Industrial Materials and Processes I	5863
	General Math	2213
	Science	1344
	Business	7674

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
17. Lumberyard Man	Industrial Materials and Processes I	5873
	Industrial Materials and Processes II	5874
	Recommended:	
	General Math	2213
	Business	7674
18. Production Worker, Furniture	Industrial Materials and Processes I	5863, 5873
	Industrial Materials and Processes II	5864, 5874
	Recommended:	
	Business	7674
	General Math	2213
	Drafting	5813
19. Ornamental Iron Worker's Apprentice	Industrial Materials and Processes I	5863
	Industrial Materials and Processes II	5864
	Research and Development I	5815/5816/5829/5830/5835/5836
	Recommended:	
	Geometry	2218
	Art	6601
	Drafting	5813
20. Model Builder's Apprentice	Industrial Materials and Processes I	5863, 5873
	Industrial Materials and Processes II (Woods and Metals)	5864, 5874
	Research and Development I	5815/5816/5829/5830/5835/5836
	Engineering Drawing	5813
	Architectural Drawing	5807
	Recommended:	
	Algebra	2215
	Geometry	2218
	Art	6601
AREA: INDUSTRIAL EDUCATION		
1. Air Conditioning Installer or	Air Conditioning and Refrigeration	9015
2. Air Conditioning Serviceman	Recommended:	
	English (esp. reading skills)	5115
	General Math	2213
	Industrial Arts-Electricity	5827, 5828
	Metals	5863, 5864

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
3. Appliance Installer	Appliance Repair	9024
4. Appliance Repairman	Recommended:	
	English (esp. reading skills)	5115
	General Math	2213
	Industrial Arts-Electricity	5827, 5828
	Metals	5863, 5864
5. Body Repairman	Automotive Body Repair and Refinishing	9025
or		
6. Painter	Recommended:	
or		
7. Sander-Taper	Composition (for Estimator)	5167
or	English (esp. reading skills)	5115
8. Estimator	General Math	2213
	Industrial Arts-Metals	5863, 5864
9. Auto Mechanic	Automotive Mechanics	9045
or	Recommended:	
10. Brake Specialist		
or	Composition (for Service Advisor)	5167
11. Tune-Up Specialist		
or	English (esp. reading skills)	5115
12. Transmission Specialist	General Math	2213
or	Industrial Arts-Electricity	5827, 5828
13. Parts Counterman		
or		
14. Service Advisor		
15. Bricklayer	Masonry	9027
or	Recommended:	
16. Brick and Blocklayer		
	General and Advanced Math	2213, 2215, 2218
	Industrial Arts-Drafting	5807, 5813
	Woods	5873, 5874
17. Building Maintenance Man	Building Maintenance	9313
	Recommended:	
	English (esp. reading skills)	5115
	General Math	2213
	Industrial Arts-Electricity	5827, 5828
	Drafting	5807, 5813
	Metals	5863, 5864
18. Business Machine Repairman, Typewriter and Adding Machine	Business Machine Repair	9028
	Recommended:	
	English (esp. reading skills)	5115
	General Math	2213
	Industrial Arts-Electricity	5827, 5828

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
19. Carpenter	Carpentry	9559
	Recommended:	
	English (esp. reading skills)	5115
	General Math	2213
	Industrial Arts-Woods	5873, 5874
	Drafting	5807, 5813
20. Composition Man	Commercial and Advertising Art	9030
or		
21. Letterer and Illustrator	Recommended:	
	Design-Drawing and Other Art Courses	6601
	English (esp. reading skills)	5115
	General Math	2213
	Industrial Arts-Printing	5833, 5834
	Drafting	5807, 5813
22. Tracer	Drafting	9260
or	Recommended:	
23. Draftsman		
	English (esp. reading skills)	5115
	General Math	2213
	Industrial Arts-Drafting	5807, 5813
	Trigonometry	2219
24. Electronics Mechanic	Electronics (Industrial or Computer)	9267
or		
25. Electronics Technician	Recommended:	
	Algebra	2215
	Industrial Arts-Electricity	5827, 5828
	Electronics	
	Drafting	5813
	Trigonometry	2219
26. Lathe Operator	Machine Shop	9555
or	Recommended:	
27. Numerical Control Machine Operator	General Math	2213
or	Industrial Arts-Metals	5863, 5864
28. Milling Machine Operator	Drafting	5813
or	Trigonometry	2219
29. Grinding Specialist		
or		
30. Tool and Cutter Grinder Specialist		
or		
31. General Machinist		
or		
32. Jig Borer Operator		
or		
33. Electrical Discharge Machine Operator		

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
34. Marine Engine Repairman	Marine Engine Repair	9363
	Recommended:	
	English (esp. reading skills)	5115
	General Math	2213
	Industrial Arts-Power Mechanics	5853
35. Operator (all machines) or	Printing and Photographic Processes	9753
36. Cameraman or	Recommended:	
37. Layout and Composition Artist	English (esp. reading skills)	5115
	General Math	2213
	Industrial Arts-Printing Photography	5833, 5834
38. Television-Installation Man or	Radio/TV Repair	9783
	Recommended:	
39. Radio and Television Service and Repairman	Algebra	2215
	Industrial Arts-Electricity Electronics	5827, 5828
	Drafting	5813
40. House Wireman	Residential Wiring	9262
	Recommended:	
	Algebra	2215
	English (esp. reading skills)	5115
	Industrial Arts-Electricity	5827, 5828
	Drafting	5807, 5813
41. Station Attendant or	Service Station Attendant	9896
42. Lubrication Man or	Recommended:	
43. Brake Specialist	Industrial Arts-Power Mechanics	5853, 5857
44. Cameraman or	Communications Electronic	9774
45. Television Production Equipment Repairman or	Recommended:	
46. Television Production Electronic Control Operator	Design-Drawing and Other Courses in Art	6601
	Industrial Arts-Electronics	5827, 5828
47. Welder or	Welding	9943
48. Cutting and Fabrication Specialist	Recommended:	
	General Math	2213
	Industrial Arts-Metals	5863, 5864
	Drafting	5813
	Trigonometry	2219

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
*49. Apprentice Carpenter	Pre-Apprenticeship Program for Carpentry	9559
	Recommended:	
	English (esp. reading skills)	5115
	General Math	2213
	Industrial Arts-Drafting	5807, 5813
*50. Apprentice Electrician	Pre-Apprenticeship Program for Electricians	9261
	Recommended:	
	Algebra	2215
	English (esp. reading skills)	5115
	Industrial Arts-Drafting	5807, 5813
	Electricity	5827, 5828
*51. Apprentice Brick and Block Mason	Pre-Apprenticeship Program for Masonry	9027
	Recommended:	
	English (esp. reading skills)	5115
	General Math	2213
	Industrial Arts-Drafting	5807, 5813
*52. Apprentice Plumber	Pre-Apprenticeship Program for Plumbing	9723
	Recommended:	
	English (esp. reading skills)	5115
	General Math	2213
	Industrial Arts-Drafting	5807, 5813
	Metals	5863, 5864
53. Background for such salable skills in law enforcement as: a) Clerk b) Radio Dispatcher c) Accident Investigator d) Photographer e) Police Officer	Law Enforcement	8120
	Recommended:	
	English (esp. reading skills)	5115
	Typewriting, Beginning	7777

*All asterisks indicate salable skills possible through new programs being offered in the 1975-76 school year.

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
AREA: LANGUAGE ARTS		
1. Feature Writer	Journalism I	5163
	Journalism II	5164
	Journalism III (Newspaper Staff)	5165
	Journalism IV	5166
	Beginning Typewriting	7777
	Recommended:	
	American Literature	5153
	American History	0416/0448
	General Science	1344
	General Math (or equivalent)	2213
	Composition I and II	5167, 5071
	Speech I	5173
	Two Other English Electives	
2. Layout Artist	Journalism I	5163
	Journalism II	5164
	Journalism III (Newspaper Staff)	5165
	Journalism IV (Newspaper Staff)	5166
	Publications	5169
	Recommended:	
	Design-Drawing	6601
	Commercial Art	6693
	General Math (or equivalent)	2213
	General Science	1344
	American History	0416/0448
	Photography	6753
	Humanities I and II	7186, 7187
	American Literature	5153
	Composition I	5167
	Speech I	5173
3. Paste-Up Artist	Journalism I	5163
	Journalism II	5164
	Recommended:	
	Design-Drawing	6601
	Commercial Art	6693
	American Literature	5153
	Composition	5167
	American History	0416/0448
	Humanities I and II	7186, 7187
	General Math (or equivalent)	2213
	General Science	1344
	Composition I	5167
	Speech I	5173

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
4. Reporter	Journalism I	5163
	Journalism II	5164
	Journalism III	5165
	Journalism IV	5166
	Beginning Typewriting	7777
	Recommended:	
	American Literature	5153
	Composition I and II	5167, 5071
	Creative Writing	5168
	General Science	1344
	General Math (or equivalent)	2213
	Western Civilization	0413
	Shorthand	7727
	Speech I and II	5173, 5174
5. Reporter-Photographer	Journalism I	5163
	Journalism II	5164
	Journalism III	5165
	Journalism IV	5166
	Beginning Typewriting	7777
	Photography	6753
	Recommended:	
	American Literature	5153
	Composition I and II	5167, 5071
	Creative Writing	5168
	General Science	1344
	General Math (or equivalent)	2213
	Chemistry	1316
	Western Civilization	0413
	Speech I and II	5173, 5174
6. Actor, Actress	Drama I and II	5183, 5184
	Speech I and II	5173, 5174
	Physical Education-Modern Dance or Gymnastics	5478
	Music - Vocal Classes	1616/1627/1717/1621/1620/1719/1720/1626
	Recommended:	
	Drama III and IV	5185, 5186
	American and English Literature	5153, 5158
	Psychology	0427
	Sociology	0425
	Humanities	7186
	American and European History	0416/0448 and 0414/0484
	Art	6601

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
7. Prop Man	Drama I	5183
	Recommended:	
	Drama II, III, and IV	5184, 5185, 5186
8. Stagehand	Art: Design-Drawing	6601
	Mechanical Drawing	5807
	Industrial Arts - Woods	5873, 5874
	Industrial Arts - Metals	5863, 5864
	American Literature	5153
	Drama I, II, III, and IV	5183, 5184, 5185, 5186
	Mass Media	5179
9. House/Box Office Manager	Drama I	5185
	Bookkeeping	7626
	Business Math	7672
	Business Machines	7783
	Recommended:	
	Psychology	0427
	Speech	5173
	Typewriting, Beginning	7777
AREA: MATHEMATICS		
1. Key Punch Operator	Algebra I	2215
	Computer Mathematics	2281
	Recommended:	
	Business Machines	7717
	Beginning Typewriting	7721
2. Systems Analyst Trainee or 3. Programmer Trainee	Algebra I	2215
	Computer Mathematics	2281
	Recommended:	
	Algebra II	2216
	Economics	0473
	English	5115
AREA: MUSIC		
1. Private Teacher	Theory	1636
	Performance Courses (Orchestra, Band, Chorus)	1615, 1715, 1622, 1623, 1624, 1616, 1627, 1717, 1621, 1620, 1719, 1720
	Recommended:	
	Music Appreciation	1634
	Lab Courses	
	Humanities	7186
	*Private Study	

*Applies to all salable skills in music.

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
2. Vocalist	Chorus	1616, 1627, 1717, 1621, 1620, 1719, 1720
	One Voice Class per Year	1626
	Recommended:	
	Theory	1636
	Music Appreciation	1634
	Humanities	7186
	Foreign Language	
	Speech/Public Speaking	5173/5176
3. Accompanist	Chorus	1616, 1627, 1717, 1621, 1620, 1719, 1720
	Solo and Ensemble Activities	
	Recommended:	
	Theory	1636
	Piano Lab	
	Humanities	7186
4. Instrumentalist	Theory	1636
	One Instrumental Class per Year	1615, 1715, 1622, 1623, 1624, 1646, 1643, 1746, 1644, 1747, 1740, 1741
	Recommended:	
	Music Appreciation	1634
	Lab Course	
	Humanities	7186
5. Music Copyist	Theory	1636
	Performance Courses	1615, 1715, 1622, 1623, 1624, 1616, 1627, 1717, 1621, 1620, 1719, 1720
	Recommended:	
	Design-Drawing	6601
6. Church Choir Director	Performance Courses	1615, 1715, 1622, 1623, 1624, 1616, 1627, 1717, 1621, 1620, 1719, 1720
	Vocal Classes	1616, 1627, 1717, 1621, 1620, 1719, 1720, 1626
	Recommended:	
	Theory	1636
	Music Appreciation	1634
	Public Speaking	5176
	Humanities	7186

Cont.

AREA: NOVA SCHOOL OF THE PERFORMING ARTS

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
1. Studio Musician (taped studio back-up work)	Stagecraft	5182
	Physical Education	5553/5554/5563/556[illegible] 5569
	Music Theory	1636
	Solo-Ensemble Activities	
	Performance Course (Band)	1622, 1623, 1624
	Private Instrumental Study	
	Recommended:	
	As much sight-reading as possible	
2. Pit Orchestra Musician	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Music Theory	1636
	Solo-Ensemble Activities	
	Performance Course (Band)	1622, 1623, 1624
	Private Instrumental Study	
	Participation in Musical Productions	
3. Club Musician	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Music Theory	1636
	Solo-Ensemble Activities	
	Performance Course (Band)	1622, 1623, 1624
	Private Instrumental Study	
4. Vocalist	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Chorus	1616, 1627, 1717, 1621, 1620, 1719, 1720
	Musical Productions	
	Private Voice Lessons	
	Solo-Ensemble Activities	
	Recommended:	
	Music Theory	1636
5. Accompanist	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Chorus	1616, 1627, 1717, 1621, 1620, 1719, 1720
	Musical Productions	
	Solo-Ensemble Activities	
	Private Piano Lessons	
	Recommended:	
	Music Theory	1636

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
6. Private Teacher (Vocal/Instrumental)	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Music Theory	1636
	Performance Courses (Band, Chorus)	1622, 1623, 1624, 1616, 1627, 1717, 1621, 1620, 1719, 1720
	Private Lessons	
	Recommended:	
	Participation in Musical Productions	
7. Dancer	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	MusicTheater	1733
	Solo-Ensemble Activities	
	Musical Productions Participation	
	Private Dance Lessons	
	Recommended:	
	Music Theory	1636
	Dance Classes - Modern Ballet, Tap, and Jazz	5568
	Acting Class	
8. Choreographer (Summer Stock)	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Music Theater	1733
	Musical Production Participation	
	Solo-Ensemble Activities	
	Private Dance Lessons	
	Recommended:	
	Music Theory	1636
	Dance Classes - Modern, Ballet, Tap, and Jazz	5568
	Acting Class	
9. Private Dance Teacher	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Music Theater	1733
	Musical Production Participation	
	Solo-Ensemble Activities	
	Private Dance Lessons - Modern, Ballet, Tap, and Jazz	
	Acting Class	

TABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
10. Actor/Actress (Dinner Theater, Stock, Touring Company, Community Theater, and Children's Theater)	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/ 5569
	Music Theater	1733
	Acting Class	
	Production Performance	
	Recommended:	
	Private Voice Lessons	
	Private Dance Lessons	
	Private Acting Lessons	
	Stage Production Work	
11. Creative Drama Instructor (Parks, Recreation)	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/ 5569
	Music Theater	1733
	Acting Class	
	Recommended:	
	Private Dance Lessons	
	Private Voice Lessons	
	Production Work	
	Children's Theater Work	
12. Model	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/ 5569
	Music Theater	1733
	Dance Classes	
	Acting Class	
	Production Performance	
	Recommended:	
	Private Dance Lessons	
	Private Acting Lessons	
	Make-Up Production Work	
13. Photographer	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/ 5569
	Production Work on Shows and	
	One of the following:	
	Art-	6711
	Costuming	6685
	Ind. Arts-Set Construction	5733
	Recommended:	
	Design-Drawing	6601
	Photography	6753

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
14. Graphic Artist	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Production Work on Shows and	
	One of the following:	
	Art-	6711
	Costuming	6685
	Ind. Arts-Set Construction	5733
	Recommended:	
	Graphic Arts	5833
	Design-Drawing	6601
	Commerical Art 1,2, and 3	6693, 6694, 6695
15. Production Artist (Designers)	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Production Performance including lighting, costuming, stage design and rendering, and painting. and	
	One of the following:	
	Art-	6711
	Costuming	6685
	Ind. Arts-Set Construction	5733
	Recommended:	
	Design-Drawing	6601
	Painting	6675
	Drafting	5807
16. Production Technicians (Construction)	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Production Performance and	
	One of the following:	
	Art-	6711
	Costuming	6685
	Ind. Arts-Set Construction	5733
	Recommended:	
	Clothing and Textiles	2631
	Custom Dressmaking	2734
	General Math	2213
	Algebra	2215
	Geometry	2218
17. Director (Summer Stock)	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Music Theater	1733
	Production Performance	
	Acting Class	

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
18. Theater Usher/Guide	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Acting Class	
	Stage Production Performance	
	Theatrical Organization Work	
	and	
	One of the following:	
	Art-	6711
	Costuming	6685
	Ind. Arts-Set Construction	5733
19. Theatrical Ticket Agent	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Production Performance	
	Theatrical Organization Work	
	and	
	One of the following:	
	Art-	6711
	Costuming	6685
	Ind. Arts-Set Construction	5733
	Recommended:	
	Accounting	7619
20. Theater Public Relations/ Publicity Director	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Production Performance	
	and	
	One of the following:	
	Art-	6711
	Costuming	6685
	Ind. Arts-Set Construction	5733
	Recommended:	
	Public Speaking	5176
	Mass Media	5179
	Communications	5173
	Design-Drawing	6601
21. Mimist	Stagecraft	5182
	Physical Education	5553/5554/5563/5564/5569
	Music Theater	1733
	Production Performance	
	Acting Class	
	Recommended:	
	Dancing Class	

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
AREA: PHYSICAL EDUCATION		
1. Recreational Leader I, Part-time and Full-time	Two-Year Physical Education Requirement	5553/5554/5563/5564
2. Camp Counselor, Part-time	Two-Year Physical Education Requirement	5553/5554/5563/5564
3. Exercise Instructor,	Two-Year Physical Education Requirement	5553/5554/5563/5564
4. Official, Part-time	Two-Year Physical Education Requirement	5553/5554/5563/5564
5. Scorekeeper, Part-time	Two-Year Physical Education Requirement	5553/5554/5563/5564
6. Timer, Part-time	Two-Year Physical Education Requirement	5553/5554/5563/5564
7. Apprentice Dancing Instructor, Part-time (Modern Dance)	Two-Year Physical Education Requirement	5553/5554/5563/5564
AREA: SCIENCE		
1. Aquarist	Recommended Entry Courses:*	
	General Science	1344
	or	
	Biology	1314
	or	

*In the area of science, the salable skills program will operate on an individual basis. Students will enroll in one of the recommended "entry courses" and will work with the teacher of that course to design and complete a program to meet the criteria for the salable skill selected.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
	________	
	(e.g. Student Aide Program	
	Also Recommended:	
	English (esp. oral and written communication skills)	5115
	Business or Consumer Math	7672/2285
2. Biological Aide	Recommended Entry Courses:	
	General Science	1344
	or	
	Biology	1314
	or	
	Ecology	1365
	or	
	________	
	Also Recommended:	
	English (esp. oral and written communication skills)	5115
	General Math	2213
3. Drug Store Clerk	Recommended Entry Courses:	
	General Science	1344
	or	
	Biology	1314
	Also Recommended:	
	Business or Consumer Math	7672/2285
	English (esp. oral and written communication skills)	5115
4. General Zoological Laboratory Helper	Recommended Entry Courses:	
	General Science	1344
	or	
	Biology	1314
	Also Recommended:	
	General Math	2213
	English (esp. oral and written communication skills)	5115
5. Photo Processor/Developer	Recommended Entry Courses:	
	General Science	1344
	or	
	Chemistry	1316
	Also Recommended:	
	Art-Photography	6753
	English (esp. oral and writcommunication skills)	5115
	General Math	2213

Cont.

SALABLE SKILLS	COURSE REQUIREMENTS	COUNTY COURSE NUMBERS
6. Pool Maintenance Apprentice	Recommended Entry Courses:	
	General Science	1344
	or	
	Chemistry	1316
	Also Recommended:	
	Business or Consumer Math	7672/2285
	English (esp. oral and written communication skills)	5115
7. Fisheries Aide	Recommended Entry Courses:	
	General Science	1344
	or	
	Earth Science	1343
	or	
	Biology	1314
	Also Recommended:	
	General Math	2213
	English (esp. oral and written communication skills)	5115
AREA: WORK EXPERIENCE		
Exploratory experience and training in such representative salable skills as the following:	Work Experience on the Job	8626

1. Lawn Service Employee
2. Packing Plant Worker
3. Nursery Assistant
4. Greenhouse Keeper
5. Stock Clerk
6. Bag Boy
7. Service Station Attendant
8. Grocery Cashier
9. Salesperson
10. Waitress
11. Counter Helper
12. Bus Boy
13. Car Washer and Polisher
14. Custodial Worker
15. Maintenance Helper
16. Clerical Worker
17. Stock and Inventory Clerk
18. Receptionist
19. Veterinary Helper
20. Dishwasher
21. Short-Order-Cook
22. Kitchen Helper
23. Window Cleaner
24. Delivery Serviceman
25. Nursery Aide

APPENDIX D

ORANGE COUNTY SAMPLE SALABLE SKILL TITLE

Medical Assistant (Office) — 079.368
(Salable Skill Title) — (D.O.T. No.)

JOB DESCRIPTION: Performs following duties under direction of PHYSICIAN in examination and treatment of patients: Prepares treatment rooms for examination of patient. Drapes patients with covering and positions instruments and equipment. Hands instruments and materials to PHYSICIAN as directed. Sterilizes and cleans instruments. Prepares inventory of supplies to determine items to be replenished. Interviews patients and checks pulse, temperature, blood pressure, weight, and height. May operate equipment, give injections or treatments, and assist in laboratory. May schedule appointments, receive money for bills, and keep X-rays and other medical records.

SPECIAL CONSIDERATIONS: Functional competency in language and composition covering spelling, grammar, and punctuation. Functional competency in mathematics including addition, subtraction, multiplication, division, and making change.

COMPETENCIES

1. Touch types 40wpm with a maximum of 3 errors for 5 minutes.
2. Demonstrates to teacher with 90% accuracy in a practice set, knowledge of alphabetic indexing rules, correspondence filing procedures, charge and transfer methods, systems of filing, and equipment and supplies.
3. Identifies, with 90% accuracy on teacher-made test, medical terms and forms.
4. Transcribes into mailable copy, with 98% accuracy, from shorthand notes or from transcribing machines, unfamiliar material dictated at a rate of 60wpm for 3 minutes.
5. Takes dictation on teacher-made test, at 60wpm for 3 minutes.
6. Demonstrates, to teacher-satisfaction, sterilization techniques in laboratory.
7. Demonstrates, to teacher-satisfaction, ability to greet patients, ascertain their wants and direct them accordingly.
8. Demonstrates to teacher, proper techniques for measuring blood pressure, temperature, weight, and height of patient.
9. Demonstrates, with 95% accuracy, on lab practical, ability to type blood, make red blood cell count.

REQUIRED QUINS	COMP. NO.	COURSE NO.
Typing I	Prereq.	18170 18180 18190 18200
Typing II	1	18270 18280 18290 18300
Shorthand I	4,5	17120 17130 17140 17150
Intro Biology	Prereq.	76000
Microbiology	6,9	76050
Clerical Office Practice	2	15910 15920
Health Aide	3,7,8	97500 97510 97520 97530

RECOMMENDED QUINS	COMP. NO.	COURSE NO.
Chemistry: Prac.	6,9	79000 79010
Anatomy & Physiology	3,8	76160 76170 76180 76190
Spanish	7	32110 32120 32130 32140

Community Service Activity:

Required Activity XXX — Recommended Comp. No. ______

Epilepsy Assoc. of Central Florida] General
V.A. Clinic]

Leisure Time Activity:

Required Activity ______ — Recommended Comp. No. ______

APPENDIX E

ORANGE COUNTY COMMUNITY BASED CAREER EDUCATION NEWSLETTER

Community Based Career Education

Maynard Evans High School
Vol II, No. 2
June 1977

20 seniors join C.B.C.E. Program

Since the initiation of the Community Based Career Education last year, the program has more than tripled in size. The program began with only six students during the second semester of 1976. During the first bi-quin of this year, twelve students participated in the C.B.C.E. program. And during this bi-quin, twenty students worked in sites throughout the community.

The C.B.C.E. program attracted two student leaders to join the program. Student government President Mike Atkinson and Trojan Tribune Editor-in-chief Jim Fishel both joined the C.B.C.E. program during the second bi-quin.

Jim Fishel represented the C.B.C.E. program at the Presidential inauguration as well as at the Florida Legislative session.

The C.B.C.E. students have worked with various resource sites in the community. They have worked in such sites as Mayor Carl Langford's office, with State Legislator Dick J. Batchelor, at the School Board Attorney's office, with the Sentinel Star "Youth" section and with radio stations W.D.B.O. and W.H.O.O.

* * *

A C.B.C.E. award was presented to Chuck Martin, recognizing him as being the outstanding C.B.C.E. student of the year. When C.B.C.E. coordinator Sue Key presented Chuck with a plaque at the academic awards assembly, he received a five minute standing ovation.

During this year, the C.B.C.E. program has received many favorable comments from members of the community, from parents and from students. Here are some comments made about C.B.C.E.

Parents:

It teaches them responsibility, respect for others, understand more the "every day" life.

I think it has done more to show her the responsibilities and also advantages that are part of life. Particularly life after graduation.

Giving the student the chance to actually spend time in his chosen field and seeing it as it really is, rather than just the glamerous work they may imagine.

I feel that students being exposed to real life work situations can be most beneficial.

Students:

Experience, unlike money, maybe a once in a life time thing.

I think it makes the student really start to think about their career because once they get out in this big world there is no turning back.

It helped me see myself, what I can do. Know that everything need not happen at once. It helped me to learn a lot.

Maybe expand it into a year program and I'd like to see it in other schools in Orange County. C.B.C.E. has really been meaningful to me. I have really enjoyed finding out what type of career I am suited for and also what I would be capable of doing.

Resources Persons:

Being a former teacher, I realize how important it is for the student to be motivated and being fortunate enough to intern in a field that interest him. It sets a good foundation for developing a productive individual. Eastern Airlines

Giving the student the opportunity to engage in real work experience which may help him to make better decisions in regard to future educational and vocational goals.
Division of Youth Services

Nothing short of medical school could equal this experience. Semoran Animal Hospital

Hands on skill development and perspective of job responsibilities beyond the "fun" stage. WTRR Radio

How the knowledge they are learning in school will be utilized in the "real world".
John Bowen, Attorney

There is no way a high school course could go into great detail in what a student could expect in any career; especially when each company and department will have procedures peculiar to them. Iveys.

PHIL ANDERTON

Since Phil enjoys working with people, a career in psychology seems a likely prospect. While participating in the C.B.C.E. program, Phil worked at the Youth Services Division of the Probation and Parole Board. Working with Mr. Larry Lawson at the Division of Youth Services office, Phil realized how much he enjoys working with young people and decided that he is interested in pursuing a career in youth counseling.

MIKE ATKINSON

Mike Atkinson's interest in politics stems from an active participation in Maynard Evans High School student government. During his first two years at Evans, Mike served as an SGA representative and during his senior year Mike served as SGA president. Mike spent the last nine weeks of his senior year working in the Employee Relations Department of City Hall. Al Dagon, city negotiator, allowed Mike to sit in on negotiations between the city and the Police Benevolent Association. While working with the city negotiator, Mike learned about some of the laws regarding arbitration and sat in on several arbitration meetings.

LAURAINE BARTON

Lauraine's interest lies in art--and through the C.B.C.E. program Lauraine has been able to gain valuable experience in a job that is involved with art. She has worked with the Lock Haven Art Center learning about museum work. At the art center, with the help of Bill Morsey and others on the Lock Haven staff, Lauraine learned about the various aspects of museum art.

LEE COPELAND

Lee's interest lie in the field of law--but she enjoys enforcing the law more than the making of the law. During this bi-quin, Lee has worked with the Orlando Police Department learning about the various aspects of law enforcement.

DAWN CREEKMORE

Fashion plays an important part in Dawn's life. She is constantly trying new wardrobes and hairstyles, so a career in modeling comes naturally to Dawn. While participating in the C.B.C.E. program, Dawn worked on the Robinson's Teen Board as well as with Pat Likens and Francis Hamby of Iveys' department stores. Dawn learned about the various types of fashion modeling by learning through doing. Dawn participated in several fashion shows as well as being paid for several modeling assignments.

RICK EGGERS

Rick is also interested in law--but he is more interested in testing the law. During this past 18 weeks, Rick has worked with Mr. John Bowen, the Orange County School Board Attorney. At the school board attorney's office, Rick sat in on many arbitration meetings between the school board and the Orange County Teachers Association. Rick also worked with Kevin Wadsworth, the assistant to Orlando Mayor Carl Langford.

Rick finished his C.B.C.E. program by working at the Classroom Teachers Association for the last two weeks of the year.

JIM FISHEL

A trip to Washington and a trip to Tallahassee highlighted Jim 's year. With the help of Sentinel Star "Youth" editor Becky Slavis, Jim traveled to Washington D.C. to cover the presidential inauguration for the "Youth" section. Jim also worked with State Representative Dick Batchelor. For one week of the state legislative session, Jim worked in the House of Representatives, observing government in action. Afterwards, Jim wrote a story for the "Youth" section detailing his experiences in Tallahassee.

LISA HEAP

In addition to participating in the C.B.C.E. program, Lisa keeps quite a busy schedule. Throughout her senior year, Lisa raced on both the cross-country team and the swim team. Lisa has been working with Jacki Hollis from the Division of Youth Services. Lisa learned about different methods of handling juvenille delinquents. Lisa is interested in helping rehabilitate people who get into trouble.

JERRY LADNER

When Jerry first joined the C.B.C.E. program in January, he had set his sights on a career in psychology. But after working at the Division of Youth Services for sixteen weeks, Jerry decided that he might be better fit for a job in the business field. Dr. Freeman from DYS showed Jerry some phases of business organization and Jerry switched his career goals. Along this line, Jerry also spent time working with Mr. Mike Break from the personnel department of FTU.

CHARLES MARTIN

"... this is your friend Chuck Martin, coming to you from the studio of WTRR radio." This may have been one of the quotes that was used by Chuck Martin while working at WTRR, Chuck also worked at WHOO radio and WDBO radio learning about various aspects of radio broadcasting. For Chuck's dedicated and determined effort in the C.B.C.E. program, he was awarded a special award for being the outstanding C.B.C.E. student from the 1976-1977 school year. When Mrs. Sue Key presented the award to Chuck at the awards assembly, he received a five minute standing ovation.

DEBBIE MILLER

There is no question regarding Debbie Miller's future--it lies in veterinarian medicine. Debbie joined the C.B.C.E. program with her career choice already made. But C.B.C.E. provided Debbie with an opportunity to learn about veternarian medicine first-hand -- by working in a vet's office. Debbie worked with the Semoran Animal Hospital and Dr. J. D. Jones. Debbie participated in all phases of veterinary medicine.

BILL MORRIS

One important thing that should be part of everyone's education is learning how to get along with other people. Working at his job site, Bill Morris learned the value of teamwork and getting along with other people at work. Bill spent this bi-quin working at the Florida Power garage in Altamonte Springs. Bill learned about various phases of automobile mechanics while he worked at the shop where they repair and maintain the Florida Power trucks.

JEAN MUSCARELLA

Jean joined C.B.C.E. with a definite career goal in mind -- fashion modeling. But after working at Ivey's and the Hair Affair (a beauty salon) Jean has reconsidered her career choice. While at her two job sites, Jean explored various aspects of retail business. But as Jean said, "Working in actual situations made me think twice about my future."

BRENDA NEWTON

Brenda is interested in a wide range of activities -- everything from sewing and cooking to law enforcement. During the past 18 weeks Brenda has worked with the Orlando Police Department. Officer Jim Weaver coordinated Brenda's activities at the department so she could explore many areas of law enforcement.

CRAIG RAWSLEY

Craig is a young man who was not sure where his main interest was. Craig first tried working with the Sheriff's department but found it not to his liking. He then tried working at Beneficial Finance but once again found that he was not suited for that occupation. On his third attempt, Craig went to work for the Allen Data Company where he is learning about computer operations. Craig says he enjoys working with computers and plans to make a career of it.

DEBRA SNYDER

While participating in the C.B.C.E. program, Debra Snyder worked in the law office of Michael E. Hamlin, Esq. Debra is interested in becoming a legal secretary. At Mr. Hamlin's office, Debra worked with his secretary doing work such as typing, filing and answering the phone. On occasion, Debra ran errands to the court house to look for documents or deliver messages.

MIKE WORDELL

Mike Wordell has worked with the C.B.C.E. program throughout his senior year. During the first half of the year, Mike helped the Orange County Sheriff's department aviation unit as he learned about helicopters and flying. During the second bi-quin, Mike served as a peer coordinator, helping students adjust to their work sites. The experiance Mike gained while working at the Sheriff's department helped him get his present job--working at Air Florida.

LESLIE VARHOL

Leslie joined C.B.C.E. to learn more about dentistry, a career that she is interested in. She worked with Dr. Richard Chace's office learning about the proper care of teeth. Next Leslie went to Dr. Malcolm Kerstein's office where she observed Dr. Kerstein and his assistants. Leslie learned about crown preps and fillings as well as learning how to make an impression of someone's teeth.

PAM BRANDENBURG

Pam is a young lady who enjoys traveling and meeting new people -- so a career as an airline stewardess seems a natural choice. While in C.B.C.E. Pam has worked with Eastern and National Airlines, working at the ticket counter and gaining insight into a flying career.

C.B.C.E. STUDENTS SHARE WORK EXPERIENCES WITH JUNIOR HIGH STUDENTS

This year Evans' C.B.C.E. students were invited to share their C.B.C.E. experiences with students at Lockhart and Conway Junior High Schools. The Evans' students discussed the career they were involved in and tried to give the junior high school students a better understanding of a wide range of careers.

C.B.C.E. WOULD LIKE TO EXTEND A VERY SPECIAL THANK YOU TO:

Jackie Moore
Occupational Specialist

Linda Long
Career Education Aide

Velma Schwenke
Business Education Instructor

The faculty and staff of
Maynard Evans High School

The Pine Hills Sun

Jim Fishel
Newsletter Editor

C.B.C.E. COMMUNITY SITES

We would also like to express our appreciation to sites for all support and without whose assistance this career program would not be possible.

James D. Squires
Bob Bonnell
Becky Slavis
Sentinel Star

Representative Dick Batchelor

Ron Mitchell
David Croy
Jacki Hollis
Larry Larson
H.R.S. - Division of Youth Services

Ned Schuler
Iry Dominey
Orlando International Jet Port

Bob Duzinski and Connie Hieselman
Eastern Airlines

Wayne Kline
National Airlines

Bill Morresy
Lockhaven Art Center

Tom Braten
Pat Likens
Ivey's Department Store

Sgt. Bill Long
Officer Jim Weaver
Orlando Police Department

Ruth Stanlowe
Nadine Ziegler
United Cerebral Palsy

Andrew M. Hudak
State Attorney's Office

John Bowen, Attorney at Law

Malcolm Kerstein, D.D.S.

Mayor Carl Langford
Kevin Wadsworth
Al Dagon
Orlando City Hall

Frank Buress
Classroom Teachers Association

Ralph Mitchell
Peggy Kline
Walt Disney World

Bob Drean
Once Upon A Stage

Emmy Freeman, Ph. D.
Ed Maloney
Mike Break
Personnel Department, F.T.U.

Perry Moore
WDBO Radio

Bill Stakeland
WHOO Radio

J. Donaldson Jones, D.V.M.
Semoran Animal Hospital

John Brinkley
Florida Power Corporation

Carlene Rommer
The Hair Affair

Sgt. George Haberkern
Orange County Sheriff's Department

Wilma Belk
Beneficial Finance Corporation

Allen Drug Company

Michael Hamlin
Joanne Beck
Office of Michael Hamlin, Attorney

Richard Chase, D.M.D.
Brenda Spaulding

David Skidmore, U.S. Defense Supply Agency

APPENDIX F

HALLANDALE HIGH SCHOOL LIFE CAREER DEVELOPMENT SYSTEM

L.IFE
C.AREER
D.EVELOPMENT
S.YSTEM

March 24, 1977
Hallandale High School
Bob Holsaple

The Life Career Development System at Hallandale High School functions according to the principle that career development should be concerned with the total individual and encompass education, occupation, and leisure time. The LCDS has as its objective the development of basic understandings and competencies necessary for mastering life planning and decision making.

Based on the theory that career development is a maturational process that involves all aspects of an individual's living and being, the LCDS deals with such issues as life roles, values, goals, life-style preferences, coping skills and personal barriers as they relate to making rewarding and satisfying choices and decisions throughout a lifetime.

The LCDS builds on the principle that career development should be concerned with the development of the total individual and encompass education, occupation, and leisure time. Career decisions and plans are, in reality, life decisions and plans; the two should not be considered separately but as an integrated development sequence involving the goals, values, plans, and decisions of the individual now and in the future.

The rationale for the LCDS is essentially integrative. The transcending goal in its creation and development was personal empowerment. Personal empowerment enables individuals to develop the insights and competencies necessary for them to take charge of their lives, to control what occurs rather than to be controlled, to act on the belief that they can manage their own life career development by their planning and decision making, and to possess the basic mastery which enables them to move from whence they have come to where their head and soul would lead them.

The program is based upon nine sequential modules. Each of the modules is designed with the goal of facilitating the acquisition of specific attitudes and competencies on the part of the participant. Large and small group work, individual activities, gaming, role playing, and simulated career exercises are variously used to develop participant interest in the learning process. Listed below are the major goals for each of the modules.

MODULE 1 EXPLORING SELF

GOAL: To assist individuals to increase their understanding and acceptance of self—their interests, strenghts, personalities, needs and life style preferences—and the relationship between self-understanding and potentially satisfying careers.

MODULE 2 DETERMINING VALUES

GOAL: To help individuals recognize the importance of values, explore values, determine personal values, and examine the relationship of values to, and the importance of values in, career planning.

MODULE 3 SETTING GOALS

GOAL: To help participants (a) relate their goals to their values, particularly work values; (b) understand specific goal-setting procedures; (c) recognise how goals develop from intrinsic and extrinsic motivational sources; (d) learn to work with others in achieving group goals; and (e) recognize the importance of long-range planning in relation to career goals.

MODULE 4 EXPANDING OPTIONS

GOAL: To help individuals become aware of new work roles, changing work values, social consequences of work, and a variety of alternatives in career planning and decision making; to explore means of attaining satisfaction and meaning from work.

MODULE 5 OVERCOMING BARRIERS

GOAL: To help individuals identify environmental and personal barriers in general and examine alternate ways of coping with barriers, leading to identification of barriers which confront them personally and ways they themselves can deal with these.

MODULE 6 USING INFORMATION

GOAL: To help individuals understand the importance of information in career planning, learn to evaluate information using specific criteria, become knowledgeable about sources of information and develop skill in finding new sources, and use information in planning their own careers.

MODULE 7 WORKING EFFECTIVELY

GOAL: To help participants learn about factors which contribute to increased effectiveness and efficiency, improve their study habits, enhance their listening effectiveness, increase their ability to work effectively with others, and develop an understanding of the importance of effective job performance.

MODULE 8 THINKING FUTURISTICALLY

GOAL: To assist participants to generate viable images of the future, develop skill in social and personal forecasting, acquire attitudes and skills necessary for mastering the future, contribute to and participate in purposeful change, learn ways of adapting to new situations, and design and implement a personal strategy for self-renewal.

MODULE 9 SELECTING MATES

GOAL: To help participants (a) become aware of their present opinions concerning dating, courtship, and marriage; (b) determine their level of maturity and discover areas in which growth is needed; (c) further their understanding of sex roles and assess their feeling about appropriate self-roles; (d) become aware of values operation in choice of dates or mates; and (e) increase their understanding of the difference between purely sexual feeling and those which have the potential for growth into a permanent relationship.

As opposed to the laying on of enormous amounts of information, which has a tendancy to stifle desire for further learning, the LCDS learning mode is focused primarily on participant learniness and outcomes. The learning mode consists of four steps.

Orientation involves introducing participants to the goals and objectives of each module, helping them to understand the relationship between what they will be learning and their own life career development, and explaining the position of the specific module in the total system. The facilitator briefly describes some of the activities and experiences that are in store in the module so as to generate anticipation and excitement on the part of the participants.

Experiencing involves putting individuals into situations wherein they actully experience life career development tasks and problems. Through examining case studies, role playing, and a number of other activities built around their own concerns as well as those of others, they draw inferences and make generalizations regarding the meaning of what they have experienced.

Personalization becomes inevitable as participants apply what they have learned to their own situations, deciding what the learning means for them as well as its implications for the present and the future. Through specific goal-setting procedures they determine goals and objectives that will bring personal satisfaction in the future according to their own needs, values, and life style preferences.

Behavioral follow-through gives participants the opportunity to try out now learnings and competencies in situations away from the original setting. They have a chance to practice their new skills and knowledge with peers and parents and to use what they have learned in real-life situations. Feedback is encouraged, and participant sharing is a vital part of the module experiences.

As a jumping-off point, the LCDS provides the impetus for and the base on which to buld a continous and expanding program of self-exploration. It furnishes a series of integrating, "getting it all together," experience that help individuals to gain perspective from the past, more fully understand and take advantage of the present, and utilize their strengths to become more of what they would be in the future. At Hallandale High School we are accutely aware of our limitations as a public institutions in the ability to reach each and every student. By using LCDS as a vehicle, we hope to help a greater percentage of our students help themselves and their peers, by teaching them skills. Not just academic or vocational skills but coping skills that will help them deal with Life in our rapidly changing and complex society.

APPENDIX G

ORANGE COUNTY CAREER EXPLORATION PROCESS PROGRAM ACTION PLAN

ACTION PLAN

Program A[illegible]a Objective: To implement the Career Exploration Process Program to 10th Grade students at Evans High School (Zucca)

Individual Performance Objectives	Task/Activities	Person(s) Responsible	Involvement	Target Dates	
				Begin	End
I. Orientation	Present program concepts to involved teachers	Spoone, Senter, Moore	Classroom	10/1/76	10/30/76
II. Interest Inventory	Administer inventory only to students not involved in Project GO	Spoone	Banfield, Holt	12/1/76	5/1/77
III. Exploration of Clusters	Present 1-2 day program on clusters to each classroom. Relate clusters to academic: Transportation- Agri-business & Natural Resources Health Occupations Communications & Media Construction Environment Fine Arts & Humanities Hospitality & Recreation Manufacturing Marine Science Marketing & Distribution Personal Services Public Service Business & Office	Moore	Academic Teachers	2nd Quin	4th Quin
IV. Industry Presentation	Incorporate into daily plans according to subject taught	Teachers Occupational Specialist	Teachers, Resource people, students	9/76	6/77

ACTION PLAN

Program Area Objective To implement the Career Exploration Process Program to 10th Grade students at Evans High School (Zucca) continued

Individual Performance Objective		Task/Activities	Person(s) Responsible	Involvement	Target Dates Begin	Target Dates End
V.	Tour of Plants	Incorporate into daily plans according to subject taught	Teachers Occupational Specialist	Teachers, students business sites	9/76	6/77
VI.	Job Shadowing	Identify job sites in community Students contact sites	Students, O.S.	Parents, students teachers, community, O.S.		
VII.	Individual Experience Sharing	D.E. students present programs to requesting classes	Students	D.E. Coordinator Teachers, O.S.		
VIII.	College and Technical School	Seminar presentation to classes consisting of reps from various voc/tech schools. Representatives from various colleges on campus throughout the year.	Occupational Specialist	Voc/Tech schools Guidance Counselors	12/13/76	12/17/76
IX.	Employment Clinic	Classroom presentations on Interpersonal Relationships (American Lit. classes)	Guidance	Teachers		

APPENDIX H

LETTER OF ANNOUNCEMENT OF FUNDING

broward
orange
pinellas

career education consortium

September 20, 1976

Dear Career Educator:

We are pleased to announce that our tri-county consortium, composed of Broward, Orange, and Pinellas School Districts has been awarded an additional year of funding by the Career Education Office of the USOE. Submission was under the title, "Demonstration Senior High Schools, A Consortium Effort."

During the first year of existence, the consortium has successfully established model career education programs at three demonstration sites. Through the cooperative sharing of successful implementation strategies and the mutual development of new approaches, the effort this year will be directed towards refinement of existing components and the continued development of new techniques in career education for the senior high school. Additionally, the consortium will be providing technical assistance and replication opportunities on a limited basis.

We look forward to the possibility of talking with you personally at the Commissioner's National Conference on Career Education, Astrohall, Houston, Texas, November 7-10, 1976. The Broward, Orange, and Pinellas Career Education Consortium will be presenting during Topic Session I, Monday, November 8, 10:45 a.m. to Noon - please check your program for room location.

You will be receiving a copy of our newsletter which, in our effort to share information, is mailed periodically. If you desire to visit one of our demonstration sites, arrangements can be made by sending inquiries to the address below.

Sincerely,

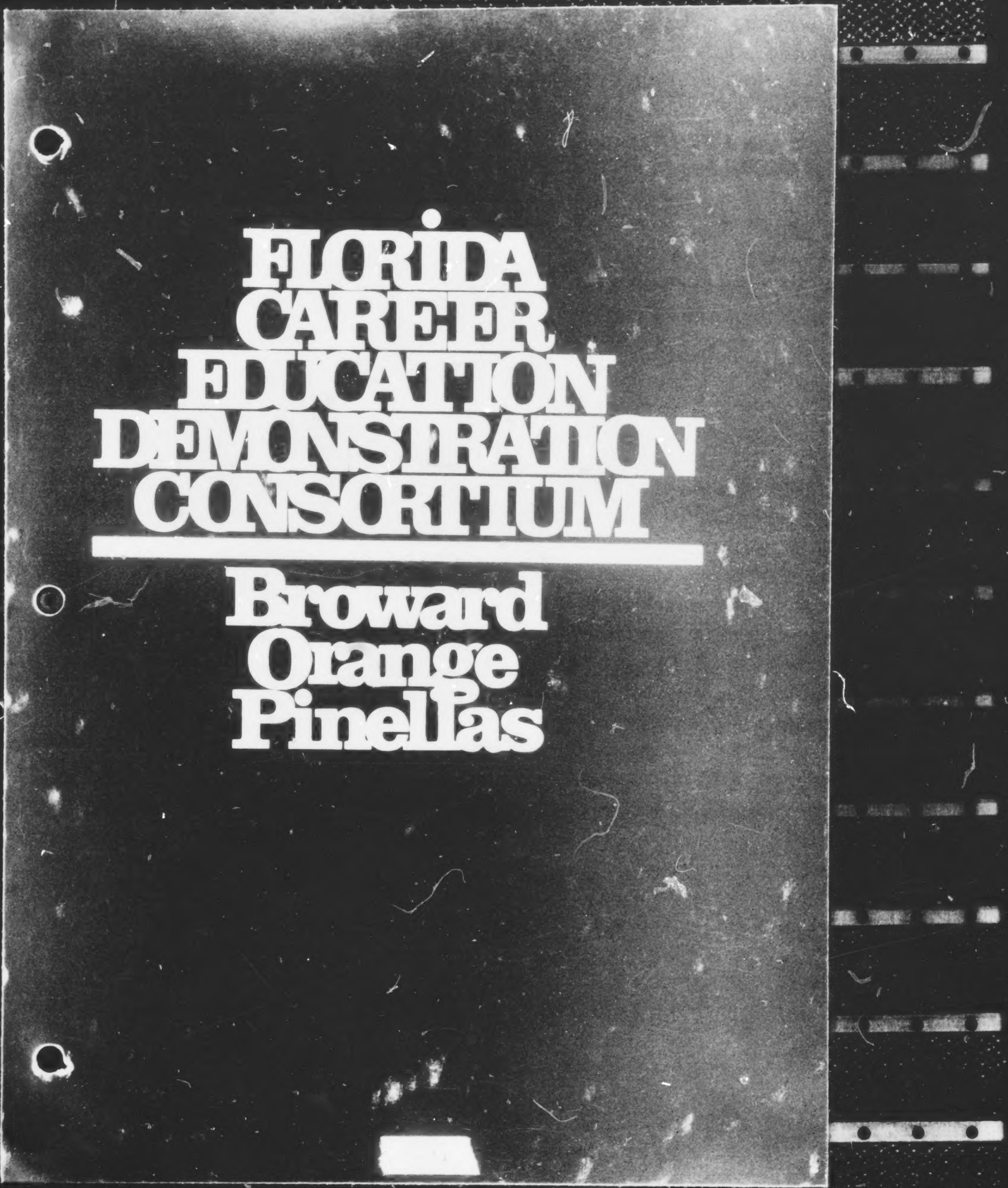
Margaret E. Ferqueron

Margaret E. Ferqueron, Ph.D
State Coordinator for Career Education

Mr. Robert Megow • School Board of Orange County • 410 Woods Avenue • Orlando, FL 32805 • 305-841-7546

APPENDIX I

FLORIDA CAREER EDUCATION DEMONSTRATION CONSORTIUM FOLDER



FLORIDA CAREER EDUCATION DEMONSTRATION CONSORTIUM

Broward
Orange
Pinellas

Through funding from the U.S. Office of Education, three Florida school districts — Broward, Orange, and Pinellas — have formed a consortium for demonstrating and replicating the most effective methods and techniques in career education at the high-school level. In each of the districts, one high school has been selected to serve as a demonstration center. The consortium effort is directed to:

1. Demonstrating immediately career education components presently operable in the centers.
2. Drawing to these centers needed components operable in other schools in the districts and other districts in the state and nation so that a comprehensive program is demonstrable in all centers.
3. Disseminating information concerning the consortium and the centers to other school districts in the state and nation.
4. Providing interested local, state, and national educators with opportunities to visit the demonstration centers, see career education components in operation, and talk with involved administrators, teachers, and students.
5. Replicating, for selected schools at the local level, and school districts at the state and national levels identified needed components.

C.B.C.E.

Community-Based Career Education, developed out of the need to close the widening gap between studying and experience and learning and life, is a derivative of the national Experienced Based Career Education models. Designed as a school-based program, C.B.C.E. accomodates twelfth year students of varying abilities and interests who have the need and desire to explore career options through placement at community sites.

The program format has a two-fold approach which integrates community and school experiences:

- students on a non-salaried basis spend approximately eighty percent of their school week at one or more community sites exploring career options with designated resource persons. The number of sites to which a student may be exposed is dependent upon his or her individual needs. Students can spend short exploratory periods of time at many community sites; as interest in a particular site develops, a longer period of time at the site can be scheduled.
- the remaining twenty percent of the student's time, spent at the home school, is directed at the development of academic, career development, communication, employability and life skills.

A number of unique characteristics are inherent within the program. C.B.C.E.

- has an individualized instructional system based upon assessment of student goals, values, interests, abilities and needs which utilizes experience-based learning activities and a synthesis of community experiences. .
- requires a student project which relates selected academic skills with community site experiences.

  Such projects may be in the form of a written report, an audio-visual presentation, a scrapbook, a materials exhibit or a combination of any of the above.
- provides a means for earning academic credit in a related subject area for successful completion of a project.
- awards credit toward graduation for site experiences.
- requires each student to accept a great deal of responsibility for his or her educational and personal development such as time management, work ethics general attitude, interpersonal relations, etc.
- uses a system of account ability which fosters student assumption of responsibility and assures the program's educationa integrity.
- utilizes a student evaluation system which require input from the respective student and the site resource persons.
- provides an opportunity for the site resource person to gain a new perspec tive of today's youth and tomorrow's employer.

All activities are managed by a learning coordinator who is responsible for each student's total program and progress.

C.B.C.E. is not the panacea for all educational needs, but its inclusion in the total educational system helps to develop a better prepared person — one who can successfully bridge the gap between school and work.

Composite description

At the centers, demonstration activities are based upon a comprehensive operational model for career education which incorporates the eight elements developed through the Comprehensive Career Education Model at the Ohio State University (career awareness, educational awareness, economic awareness, beginning competency — redefined to mean subject area skills, self-awareness, decision-making, attitudes and appreciation, and employability skills) and a ninth element, salable skills. The model is designed to provide:

1. Career awareness and exploration experiences for all students.

Career exploration activities which focus upon career clusters and the eight career elements are incorporated as appropriate into existing curricula for all subject areas in general, vocational, and exceptional child education.

2. Alternative salable skills oriented program for probable dropouts.

Such programs are geared to improving students' attitudes toward school, work, and society and preparing students for entry into the world of work; they focus upon basic reading, communication, and computation skills; exploration of career opportunities; employability skills; and on-the-job training.

3. Salable skills experience for all students.

The ultimate goal of career education at the high school level is to enable each student to exit school with a salable skill — that is, the skill necessary to perform a selected entry-level job. Salable skills may be acquired through completion of a course or courses in general, vocational or exceptional child education programs or through actual employment experience. Alternatives include vocational educational, specialize[illegible]xperiences in general and exceptional child education, employer-based programs, leisure-time activities, community service, and early completion.

4. Guidance and counseling concurrent with instruction and skills development for all students.

Counselors and occupational specialists work with students to help them examine and evaluate their abilities, achievements, interests, temperaments, and values in relation to career areas and acquire decision-making skills for choosing career options, changing career directions, and planning for the realization of personal career goals.

Counselors and occupational specialists work [illegible]h teachers to help them develop strategies for incorporating self-awareness, decision-making, values-clarification, occupational information, and employability skills in their subject area activities.

5. Avenues for utilization of the material and human resources of the school and community for all students.

Processes for utilization of resources include the establishment of a school career center, where all career-oriented materials are located; organization of a career day or career week; scheduling of presentation by guest speakers; and provisions for field trips and shadowing experiences.

6. Placement and follow-up services for all school graduates and leavers.

In accordance with Florida State Law and State Board of Education Regulations, placement and follow-up services are provided to all students graduating from or leaving high school. Placement services are geared to assisting students in obtaining and maintaining employment, continuing education, or engaging in a combination of employment and further education. Follow-up studies are designed to determine the effectiveness and adequacy of instructional programs and to form the base for curriculum revision.

While the consortium effort focuses primarily upon career education at the high-school level, each of the participating school districts has in operation comprehensive models for career education at the elementary and middle/junior high-school levels. Therefore, visitors have the opportunity to view an articulated program of career education, kindergarten through the adult years.

Salable Skills

Salable skill has been defined to mean:

1. The skill or skills necessary to *perform* a selected entry-level job.
2. The employability skills necessary to *obtain* and *retain* a job (e.g., interviewing, completing applications, and developing proper attitudes, good human relations, and effective work behavior).

Through implementation of the program, high school students are provided opportunities to acquire salable skills through completion of a course, or courses, in general, vocational, or exceptional student education; actual employment experience; or a combination of the two. The basic components of the program are briefly described as follows:

1. **Guidance** — Prior to entering high school, students participate in a program of career guidance which enables them to identify and evaluate their achievements, interests, temperaments, and values in terms of career opportunities and to develop a plan of education for their high school experiences which includes identification of their salable skill and corresponding courses.

2. **Employability Skills** – At the ninth-year level, students receive employability skills instruction through language arts or other subject areas; at the tenth-, eleventh-, and twelfth-year levels, they are provided opportunities for reinforcing these skills through courses in vocational education and language arts. As part of their preparation for exit from school, students will be evaluated in terms of employability skills. Those showing deficiencies will be given an opportunity to participate in a reviewed and reinforcing program.

3. **Salable Skills** — At the high school level, salable skills alternatives are provided through courses in general, vocational, and exceptional student education and through actual employment experience. During the year prior to entering high school, students make their initial salable skill selection as a part of pre-registration for their course work and have opportunities to change as they register each time thereafter.

   Selections are made from a catalogue of salable skills, which includes course requirements, and competencies established by task committees or creative teams for each of the subject/program areas in general, vocational, and exceptional student education. These have been reviewed and revised by selected district and school-level staffs. Competencies have been verified through interviews with incumbent workers.

4. **Certification** — At graduation, students will receive a salable skills certificate which verifies that they have met the course requireme[illegible] and demonstrated the competencies necessary for the salable skill selected. Certificates based upon course work will be signed by an appropriate instructor, while certificates based upon employment experience will be signed by the employer.

Re-
turn

rs. Anne McMichael
ffice of Career Education
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33 11

r. A. W. Rennie
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t. Petersburg, Florida
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r. Robert S. Megow
ffice of Career Education
chool Board of Orange County
10 Woods Avenue
rlando, Florida 32805

Career Education High School Demonstration Consortium Visitors' Planning Questionnaire

In order that we may be able to serve your most critical needs while you are in Florida, please provide all requested information and return to the school district which you will *visit first* at least 14 days before your anticipated arrival.

Name ______________________________

Mailing Address ______________________________

Zip Code ______________ Telephone ______________

I am: An Administrator ____ A Teacher ____ A Counselor ____

An Occupational Specialist ____ Other ______________

Speciality Area(s) ______________________________

____

Other Comments ______________________________

____

Please indicate whether you have no interest (N.I.), some interest (S.I.), or a great interest (G.I.) in viewing each of the model components by circling the appropriate response.

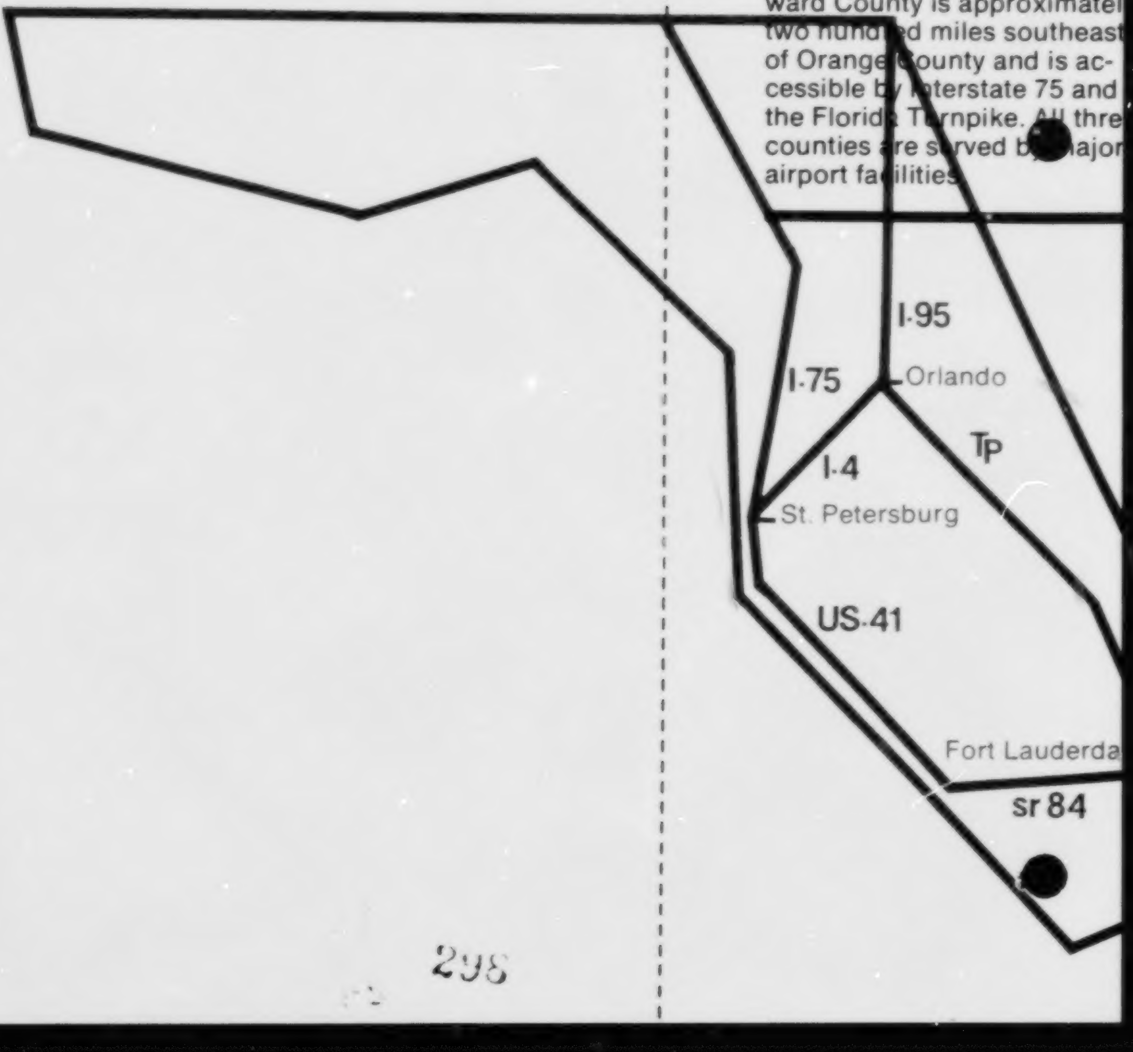
Information concerning each component has been provided in the preceding pages.

I.	Exploration Through Subject Areas	N.I.	S.I.	G.
II.	Alternatives for Probable Dropouts	N.I.	S.I.	G.
III.	Alternatives for Salable Skills, including Community-Based Career Education*	N.I.	S.I.	G.
IV.	Career Guidance and Counseling	N.I.	S.I.	G.
V.	Material and Human Resources	N.I.	S.I.	G.
VI.	Placement and Follow-Up	N.I.	S.I.	G.

*Broward and Orange only at this time.

Location

Because of the districts' proximity to each other, it is possible for visitors to see al demonstration centers in the course of three or four days. As indicated on the map, Orange County is located in the center of the state and is easily accessible by automobile via interstate highways 75, 4, and 95, and the Florida Turnpike. Pinellas County is located one hundr miles southwest of Orange County and is served by inte state highways 75 and 4. Bro ward County is approximatel two hundred miles southeast of Orange County and is accessible by interstate 75 and the Florida Turnpike. All thre counties are served by major airport facilities.



rative review of basic characteristics of the demonstration senior high schools."

Evans Senior High School
Grades 9-12

Orange

Faculty Size	117
Student Enrollment	2900
Minority Enrollment	22%
Community Served	Middle Income
FHSAA Classification*	4A
Number of Sessions	1

Evans Senior High is a comprehensive high school which has made great progress in program development in its eight-year existence. One of the most outstanding is its Quinmester Plan which allows students the option of year round attendance. The plan requires students to attend the first four, 9-week segments with the 5th being optional. This allows increased flexibility in student scheduling and has doubled the number of course offerings. An all around athletic program is provided for all students. Evans' Trojans were the recent State Basketball Champions.

Dunedin Senior High
Grades 9-12

Pinellas

Faculty Size	170
Student Enrollment	3450
Minority Enrollment	8%
Community Served	Upper Middle Income
FHSAA Classification*	4A
Number of Sessions	2

Dunedin Senior High School is a comprehensive high school established in the early 1960's. While the emphasis is on academics, the academic program is coordinated to complement the various vocational courses ranging from auto mechanics to cosmetology. Approximately 60% of the Dunedin students enter college each year. A well-rounded athletic program is maintained for all students. The Dunedin Falcons Baseball Team has long been recognized as outstanding. The Highlander Band has won many awards for their colorful performances in Scottish attire.

llandale Senior High School
Grades 9-12

Broward

Faculty Size	50
Student Enrollment	1300
Minority Enrollment	35%
Community Served	Middle to Low Income
FHSAA Classification*	3A
Number of Sessions	3 overlapping

Hallandale is entering its 4th year as a senior high school and is currently housed in a temporary facility which includes 12 portable classrooms. A new 1800 student capacity building is under construction on a 5 acre site. When completed, Hallandale Senior High will be a full comprehensive senior high. The Hallandale Chargers Athletic Program recently gained recognition as the girls basketball team won the AAA State Championship.

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*Florida High School Activities Association

GREAT SEAL OF THE STATE OF FLORIDA
IN GOD WE TRUST

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

APPENDIX J

LARGO EDUCATION IN ACTION PROGRAM

The Largo Education in Action Program is a cooperative effort between the school and community to provide students with the type of learning experiences that will help them become personally fulfilled, financially self-sufficient, contributing members of the community. It is a career development program that is based upon the concept that all aspects of education, curriculum, instruction, counseling, and working should be involved in the process.

The following five major components are directed towards meeting the program's objectives.

COMMUNITY INVOLVEMENT
- Advisory Committee
- Community Resource Bank
- Community Exchange Programs

ADVENTURES IN BUSINESS
- Educators in Industry Program
- National Alliance of Business
- Job Shadowing Opportunities for Students and Teachers

CAREER RESOURCE CENTER
- Job Placement Information
- Life and Career Planning References
- Specialized Counseling Services
- Professional Resource Center for Teachers

COMPREHENSIVE GUIDANCE SERVICES
- COST Team — Counselor, Occupational Specialist, Teacher
- Faculty-Student Advisory Program
- Education and Job Fair
- Life-Career Interest Testing

SALABLE SKILL EXPERIENCES
- Competency Certificate
- Interdiscipline Course Planning
- Non-Paid Work Experiences
- Alternative Educational Programs
- Vocational Training

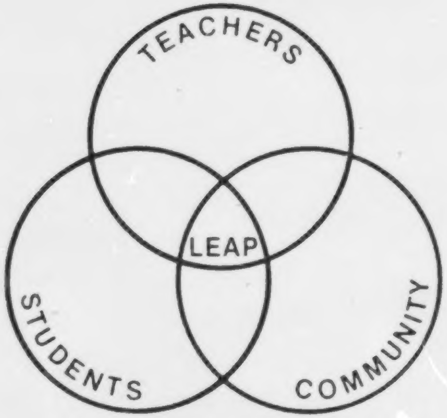
FOR INFORMATION CONTACT:

CAREER RESOURCE CENTER
ROOM A-17
LARGO SR. HIGH SCHOOL
410 MISSOURI AVENUE
LARGO, FLA. 33540
[813] 585-5606

LEAP TEAM

BARBARA CAMPBELL — Occupational Specialist
MARIE CEKAU — Counselor
WALTER LINEBERRY — Science Teacher
LYNNE MUCHA — Math Teacher
EVELYNE WOOD — Counselor

LARGO EDUCATION IN ACTION PROGRAM

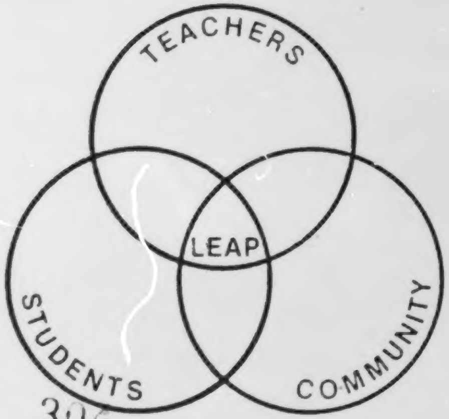


EXPERIENCE
EXPLORATION
CAREER AWARENESS

Courtesy
Greater Largo Chamber of Commerce

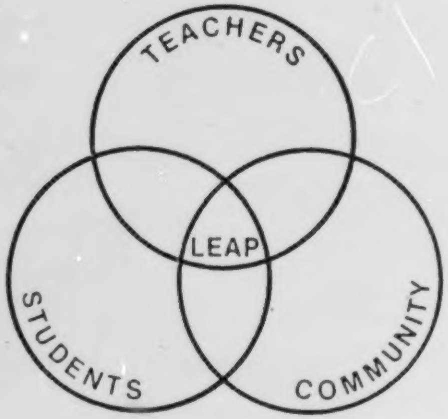
FOR THE
STUDENTS

Career Resource Center
Field Trips
Motivation
Job Shadowing
Guidance Gazette
Salable Skill Competancies
Interest — Aptitude Testing
Educational Relevancy
through
Career Awareness


TEACHERS
LEAP
STUDENTS
COMMUNITY

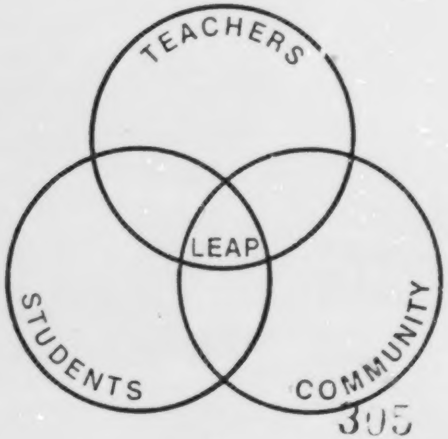
FOR THE
TEACHERS

In-Service Education
Educators in Industry
Mini-Grants
Career Resource Center
Job Shadowing
Teacher-Advisory Group
Exchange Program


TEACHERS
LEAP
STUDENTS
COMMUNITY

FOR THE
COMMUNITY

Input into the Educational Process
Use of the Career Resource Center
Exchange Programs between
Community and School
Specialized Counseling Services
Parent Workshops


TEACHERS
LEAP
STUDENTS
COMMUNITY

APPENDIX K

REPLICATION ACTIVITIES:
COLUMBIA COUNTY, GEORGIA

REPLICATION REPORT
FOR
COLUMBIA COUNTY
CAREER EDUCATION PROJECT
1976-77

Prepared by

Bill Ripley, Office of Career Education
Orange County, Florida

and

The Florida Career Education
Demonstration Consortium

Introduction

The Florida Career Education Demonstration Consortium, comprised of Broward, Orange and Pinellas School Districts, was funded in 1975-76 through U.S.O.E. funds to demonstrate the most effective career education methods at the high school level. Refunding was awarded for 1976-77, with replication being added to the demonstration component.

As a part of the replication commitment, school districts throughout Florida and the nation were given the opportunity to receive, as funding allowed, replication services. A process for providing such services was developed and is shown on the following page.

Columbia County, Georgia, recipient of an incremental grant for 1976-77 also from the U.S.O.E., chose to participate in the replication process.

Set in a rural area adjacent to Augusta, Georgia, The Columbia County school system has nine elementary, two junior high and two senior high schools. Project efforts were directed at four elementary, both junior high and both senior high schools.

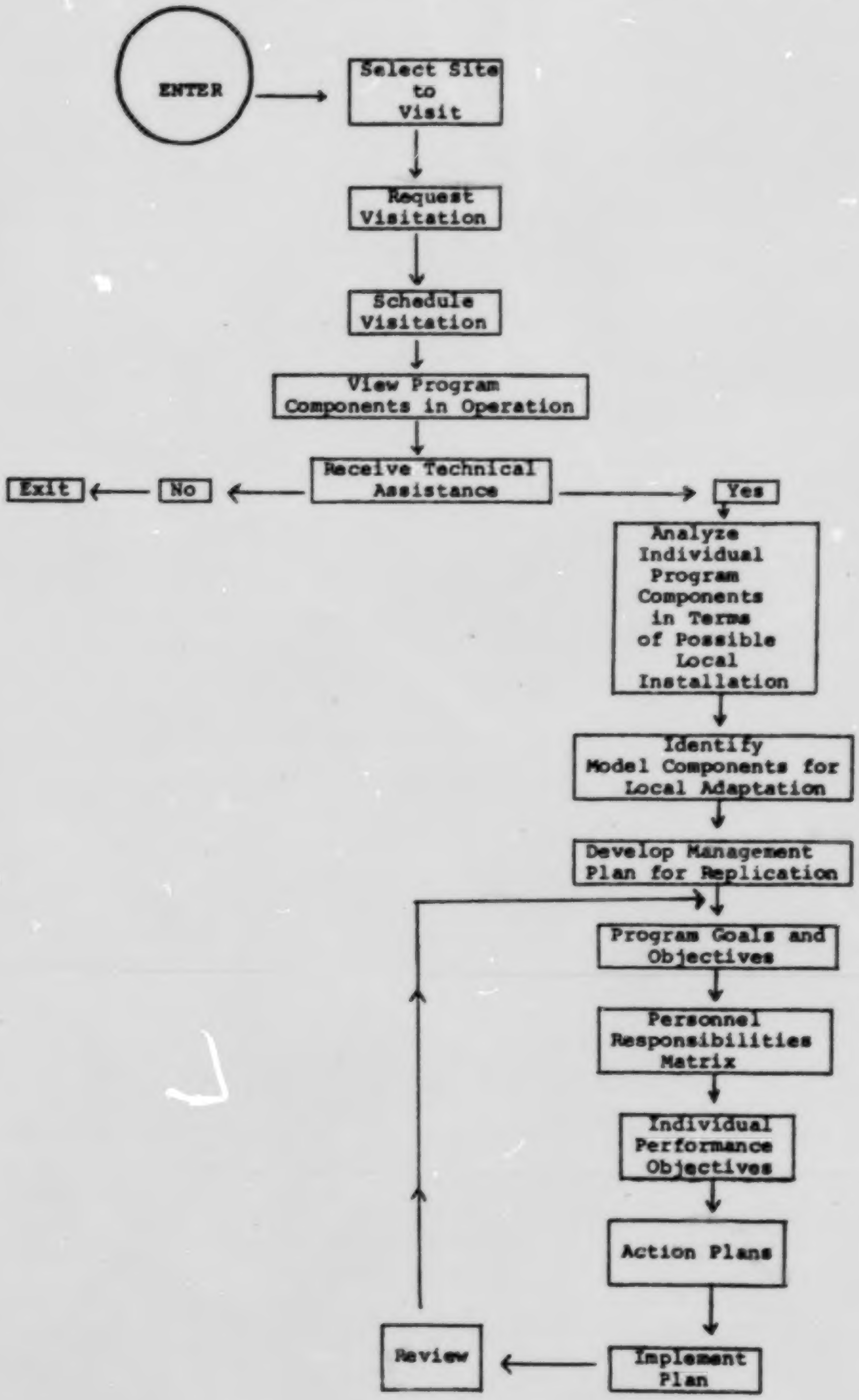
The career education staff is organized with a director, two elementary, one junior high and two senior high specialists.

The following report discusses replication activities conducted with the Columbia County Project along with the results of these activities.

Process Activities

Generally, Columbia County participated in the total replication process (See page 2).

THE DEMONSTRATION AND REPLICATION PROCESS


ENTER
Select Site to Visit
Request Visitation
Schedule Visitation
View Program Components in Operation
Receive Technical Assistance
Exit
No
Yes
Analyze Individual Program Components in Terms of Possible Local Installation
Identify Model Components for Local Adaptation
Develop Management Plan for Replication
Program Goals and Objectives
Personnel Responsibilities Matrix
Individual Performance Objectives
Action Plans
Implement Plan
Review

Specifically, activities conducted were as follows:

1) Visitation - In early January, all six staff members spent two days visiting the career education project in Orange County, Florida. All components of the K-12 model were either viewed and/or presented.

2) Model Component Identification - As an immediate follow-up to the visitation, a third day was spent in identifying those model components which could be implemented in Columbia County. Those chosen were classified as either top priority and consequently requiring immediate action, on low priority thereby being of a long term nature.

3) Development of Program Goals and Objectives - Accomplished over the next few weeks, the program goals and objectives were developed from the identified model components (See Appendix B).

4) Planning and Conducting Workshops - Using a combination of Orange and Pinellas Counties inservice strategies and personnel, two one-day workshops were planned and conducted in conjunction with the Columbia County staff, a total of two elementary, one junior high and two senior high personnel participated in late January. A copy of the workshop program and evaluation are included as Appendix A.

5) Development of a Management Plan - Using the previously developed program goals and objectives as a base, a complete management plan was developed, including individual performance objectives for staff members, personnel responsibilities and action plans.

(See Appendix B for Program Goals, Objectives and Personnel Matrix.)

6) Additional Visitations - As reinforcement and follow-up activities, the following additional visitations were conducted.

   a) During February the Columbia County Career Education Project Director attended the Second Annual Career Education Mini-Conference in Orlando.

   b) The principals of the four project elementary schools visited two Orange County model elementary schools in April.

   c) All four secondary principals visited the Orange County model in May. The senior high principals along with the Columbia County Career Education Project Director participated in the senior high diffusion day held at the demonstration center, Evans Senior High School. The junior high principals spent the day at a model junior high school.

   d) Two on-site visitations to Columbia County were made, one in February the second in April by an Orange County representative of the Florida Career Education Demonstration Consortium.

   e) A final on-site visitation in early June was made to Columbia County by the same representative to determine the extent to which the replication activities had succeeded.

Products

The extent to which the replication activities succeeded is presented by those program objectives for which replication activities were conducted.

1.1 To identify and describe model components for the elementary program by February, 1977.

The identification phase was accomplished during the third day of the initial visitation of the Columbia County Career Education staff to Orange County.

The description of each of the model components was accomplished in a joint effort between the Columbia County Project Director and a representative of the Consortium during January and February. This process utilized descriptive materials from the Orange County Career Education office as well as materials developed through the Columbia County Project and the State of Georgia. See Appendix C for listing and description of model components.

1.2 To develop and implement the infusion component in at least 80% of all elementary classrooms representing all nine elementary schools by June, 1980. Technical assistance was provided in the development of the infusion component through curriculum materials developed by the Orange County Program.

Implementation assistance was provided through the workshops conducted in late January (See page 3 and Appendix A for description).

The level of implementation desired by June, 1977, 30% of all elementary classrooms in the four pilot schools,was exceeded with approximately 40% involvement.

1.3 To formulize and implement expanded hands-on alternatives by June, 1978, in all nine elementary schools. Columbia County personnel had the opportunity to examine hands-on alternatives operational in Orange County. In particular the porta-lab system was considered to be viable for local adaptation. Consequently, related descriptive and curriculum materials were made available.

1.4 To formulize and implement the career guidance and counseling component by June, 1978, in all nine elementary schools. Yellow Brick Road, a Florida developed career guidance program was used, in part, to supplement the previously existing program (DUSO, Bread and Butterflies).

2.1 To identify and describe model components for the junior high school program by February, 1977. See 1.1 for activities and results.

2.2 To develop and implement the exploration through subject area component in at least 80% of all junior high classrooms by June, 1980. As with the elementary program assistance in developing the exploration component was provided through curriculum materials written by Orange County.

Implementation assistance was provided through the January workshops previously discussed.

The desired level of implementation by June, 1977, 20%, was exceeded, with 28% of all junior high teachers involved in the exploration process.

3.1 To identify and describe model components for the senior high school program by February, 1977. See 1.1 for description of activities and results.

3.4 To develop and implement the exploration through subject areas component in at least 80% of all senior high classrooms by June, 1980. As with the previous two levels, assistance in developing the exploration component was provided through curriculum materials written by Orange County.

Implementation assistance was provided through the January workshops previously discussed.

Again, the desired level of implementation was exceeded, 25% compared to a 34% involvement rate.

3.5 To develop and implement an experience-based career education program (E.B.C.E.) in both senior high schools by June, 1980. A modified version of E.B.C.E. was implemented, with Orange County's C.B.C.E. (Community Based Career Education) materials and program processes used as resources.

5.2 To develop by August, 1977, in conjunction with a third party evaluator, an evaluation design directed at collecting process and student product data. An evaluation design, for both student process and product objectives was developed by a consortium representative for inclusion into the resubmission proposal. Pending funding, this design will be used during the 1977-78 school year. See Appendix D for a copy of the evaluation plan.

6.1 To develop and implement by February, 1977, a management plan which reflects the individual responsibilities of all involved personnel. A management plan was developed (See Appendix B) using Orange County's model and implemented using the activities previously discussed.

6.2 To develop and implement a staffing plan including career education, district level and school-based personnel by March, 1977. As a result of the activities presented in this report, staffing reassignments were made in February, 1977. In addition, the role of the resource teacher as identified in Orange County, was modified for local use.

APPENDIX L

UPDATE '77 ARTICLES

UPDATE 77

Florida's monthly career education newsletter March volume 1 number 2

Career Education Popular at Evans High School

People don't always agree on what should be taught in school, but at Evans High School in Orlando, students and teachers alike agree that the career education programs are a valuable part of the curriculum. In a presentation to members of the Florida Advisory Council on Career Education, business people, instructors, parents, and school administrators spoke enthusiastically about the high school's programs.

The programs at Evans High School represent a comprehensive approach to career education. Career-related curricula have been developed, along with a community resource information system, a salable skills program, and a community-based career education program. They were developed jointly by the county career education personnel, instructors, and guidance counselors.

The school's occupational specialist, Jackie Moore, said that training instructors to infuse career education techniques into their curricula has been an essential part of their program. "Approximately 90 percent of the instructors have attended at least one in service workshop to learn about career education techniques." To aid the instructors in their task, the county's career education personnel have developed career-related curricula. These curricula, containing instructional material on 15 occupational clusters, are organized into learning activity packages made up of career information, career-related study sheets, and activities in the subject area. Teachers agreed that the curricula are flexible enough to be used independently or in conjunction with prepared lessons.

WELCOME
VISITORS

In addition to the career-related curricula, instructors have at their disposal a community resource information system (CRIS). Mrs. Moore said that a variety of community businesses from banks to bakeries are listed as resources for career-related activities such as field trips or job shadowing. The resource system ensures instructors easy access to business people interested in participating in career education activities, and according to Mrs. Moore, at least 10 resource speakers a week visit the school. A guidebook has been developed to supplement CRIS with information on how to organize career education activities.

As part of the guidance department's involvement in career education, a salable skills program has been instituted for a selected group of tenth grade students. According to Program Coordinator Vickie Ralph, students must choose and acquire a salable skill before they can graduate. Each of the 100 salable skills are subdivided into competencies identified by employers as entry-level requirements for a particular job. The required competencies are then matched with high school courses that will provide the necessary skill training. Mrs. Ralph said that eventually each high school student may be required to achieve at least one salable skill in order to graduate. The guidance department also conducts a career development program for all students which provides information and counseling on a variety of careers.

Another innovative program currently offered to a selected group of twelfth graders is the community-based career education program (CBCE). It is experience-based; students are placed in their chosen career field and learn about work that is done on jobs in that occupation. CBCE Coordinator Sue Key said that students learn about themselves through interest inventories and receive individualized and group career counseling in order to make a good career choice. Students are responsible for keeping records of how they spend their time in the course and they are required to report on their chosen careers. Mrs. Key said that the response from business people in the community to the CBCE program has been fantastic; "Not one employer that we contacted wasn't interested in working with the students." A doctor participating in the program said "Teaching students about my profession injects a note of spontaneity into my work. They question your basic tenets and I enjoy that."

The achievements of the students are the most rewarding part of the program, said Mrs. Key; "Students seem to blossom in this program." A panel of CBCE students enthusiastically described their job experiences in the program, each agreeing that they had learned some valuable lessons about the work world.

Editor: Vicky Hula
Designer: Jerry Kidd
Art Director: Janet Driscoll

UPDATE 77

Florida's monthly career education newsletter July/August volume 1 number 6

LEAP Team Hosted by GE at Luncheon

The General Electric Plant in St. Petersburg recently hosted a luncheon to recognize five educators who developed and are in the process of implementing the Largo Education in Action Program (LEAP). Sponsored by the local GE plant, the Largo educators attended the General Electric Summer Institute on Career Education and Guidance held at the University of South Carolina. LEAP was named by the Institute as the most innovative program from among six programs developed by teams of educators from the eastern United States attending the Institute. In recognizing the LEAP team, GE local plant representatives presented each team member with awards of excellence and executive writing sets.

Largo educators Lynne Mucha, math instructor; Marie Cekau, counselor; Evelyne Wood, counselor and team chairperson; Walter Lineberry, science instructor; and Barbara Campbell, occupational specialist were recognized for their comprehensive career education program by Jack Schumaker and Owen Risley of the local GE plant.

UPDATE 77

Florida's monthly career education newsletter March volume 1 number 2

Florida Educators Participate in Mini-Conference

Two Florida educators were among 12 persons selected by the U.S. Office of Education to participate in a mini-conference conducted by Director of the U.S. Office of Career Education Kenneth Hoyt. Robert Reardon, Director of Curricular/Career Information Services at Florida State University, and Glenda Lentz, with the cooperative education program at the University of South Florida, attended a conference entitled, "Career Education in the State Colleges and Universities," one of twenty mini-conferences scheduled for 1976-77 by the USOE.

The first 10 conferences dealt with the subject of postsecondary career education. Dr. Reardon said that the National Advisory Council on Career Education had identified postsecondary institutions as the focus of forthcoming career education efforts, which may explain the number of conferences devoted to the subject. The final 10 conferences are concerned with career education and major associations with an interest in career education.

The conference was organized as a seminar with issues being raised and discussed by participants. Some of the issues discussed by participants were the differences between career education at the K-12 level and at the university level; the relationship between postsecondary education and the business, labor, and industrial communities; and whether or not career education should be infused or remain independent from the curriculum.

UPDATE 77

Florida's monthly career education newsletter February volume 1 number 1

Washington Institute Studies Career Education in Pinellas County

The Pinellas County Career Education Project was the subject of an Educational Staff Seminar sponsored by George Washington University's Institute for Educational Leadership. The Institute received a grant from the U.S. Office of Education to observe the effects of career education implementation in school systems. The seminar, held in Pinellas County on December 1-3, was planned and organized by Myrtle Hunt and Bill Bennie of the Pinellas County Office of Career Education, and Donna Gold, Assistant Director of the Educational Staff Seminar at George Washington University. The Pinellas County project was selected as the subject of the seminar by the Council of Chief State School Officers.

Seminar participants included representatives from the U.S. Senate, U.S. House of Representatives, U.S. Office of Legislation, U.S. Bureau of School Systems, U.S. Bureau of Occupational and Adult Education, U.S. Bureau of Postsecondary Education, U.S. Division of Planning, Budgeting and Evaluation, U.S. Bureau of Elementary and Secondary Education, Federal Interagency Committee on Education, National Institute for Education, Congressional Research Service, Department of Labor, and George Washington University.

Seminar activities were designed to permit firsthand observation of the process used and the problems encountered in infusing career education into the curriculum of a large metropolitan school district. Also, the effects of career education implementation on students, teachers, and administrators at all levels (K–14) and the involvement of business, industry, and labor were studied. Seminar participants also observed whether the activities of a federally funded project were adopted by neighboring schools or continued to function after its funds were withdrawn.

The seminar began with a briefing session at breakfast on Thursday morning. This was followed by visits to Pinellas County schools on Thursday afternoon and a banquet Thursday evening. The banquet honored "prime movers" of career education in Pinellas County and featured Dr. Margaret Ferqueron, State Coordinator of Career Education, as the keynote speaker. Dr. Ferqueron spoke on the topic, "Administration and Implementation of Career Education in Florida," in which she traced the development of career education in Florida and described Pinellas County's unique role in that process. Friday morning offered more opportunities for school visitations, which were followed by a luncheon and a final briefing session.

Opportunities for ten different school visitations were offered to seminar participants, and participants could select two or three options. Options featured intensive small-group discussion and one-on-one exposure to career education in a cross section of elementary, secondary, and postsecondary schools.

Pinellas County staff designated as "prime movers" of career education included members of the following groups: career education staff (past and present); curriculum and instruction teams; visitation school administrators, teachers, and staff; occupational specialists; elementary and secondary counselors; and business, industry, labor, and parent advisory committees.

APPENDIX M

CONSORTIUM NEWSLETTER

DEMONSTRATION CENTER PROFILE

Pinellas County
Dunedin Senior High
Grades 9-12

Principal	Mr. Frances Freeman	Community Served	Upper Middle Income
Faculty Size	170	*FHSAA Classification	4A
Student Enrollment	3450	Number of Sessions	2
Minority Enrollment	8%		

Dunedin Senior High School is a comprehensive high school established in the early 1960's. While the emphasis is on academics, the academic program is coordinated to complement the various vocational courses ranging from auto mechanics to cosmetology. Approximately 60 percent of the Dunedin students enter college each year. A well rounded athletic program is maintained for all students. The Dunedin Falcons Baseball Team has long been recognized as outstanding and the Highlander Band has won many awards for their colorful performance in Scottish attire.

*Florida High School Activities Association

Orange County
Evans Senior High School
Grades 9-12

Principal	Mr. John Pitts	Community Served	Middle Income
Faculty Size	117	*FHSAA Classification	4A
Student Enrollment	2900	Number of Sessions	1
Minority Enrollment	22%		

Evans Senior High is a full comprehensive high school which has made great progress in program development in its eight year existence. One of the most outstanding is its quinmester plan which allows students the option of year round attendance. The plan requires students to attend the first four nine-week segments with the fifth being optional. This allows increased flexibility in student scheduling and has doubled the number of course offerings. An all around athletic program is provided for all students and the Evans Trojans were the recent State Basketball Champions.

*Florida High School Activities Association

Broward County
Hallandale Senior High School
Grades 9-12

Principal	Mr. David Hogg	Community Served	Middle to Low Income
Faculty Size	50	*FHSAA Classification	3A
Student Enrollment	1300	Number of Sessions	3 overlapping
Minority Enrollment	35%		

Hallandale is entering its fourth year as a senior high school and is currently housed in a temporary facility which includes 12 portable classrooms. A new building, designed to accommodate 1800 students, is under construction on a five-acre site. When completed, Hallandale Senior High will be a full comprehensive senior high. The Hallandale Chargers Athletic Program recently gained recognition as the girls basketball team won the AAA State Championship.

*Florida High School Activities Association

NEW CAREER ED COORDINATOR NAMED

Donna Stull, science department chairperson at Hallandale High School, has recently been appointed career education coordinator at the school. She views her role as twofold. First she plans to determine what career knowledge and skills students should have in order to graduate. Then she will coordinate which departments should be responsible for teaching career competencies.

In addition to coordinating the school's career ed programs, Ms. Stull teaches biology and oceanography and serves as faculty chairperson, president of the principal's advisory committee, and sponsor of student council.

For additional information contact:
Mr. Bill Ripley, Coordinator
Orange County Career Education Office
410 Woods Avenue, Orlando, Florida 32802
Phone [305] 423-9225

FLORIDA CAREER EDUCATION DEMONSTRATION CONSORTIUM
News

FLORIDA CAREER EDUCATION DEMONSTRATION CONSORTIUM News

G.E. HELPS LARGO LEAP FORWARD

In five weeks, five educators at Largo High School in Pinellas County developed a career education program that has won the support of the local business community in addition to the school's faculty and administrators.

The five weeks were spent at the General Electric Summer Institute of Career Guidance held at the University of South Carolina during the summer of 1976. At the institute, participants were directed to plan a career education program that could be replicated in any high school in the country. The program they developed consists of the elements of community involvement, adventures in business, career resources, guidance services, and salable skills.

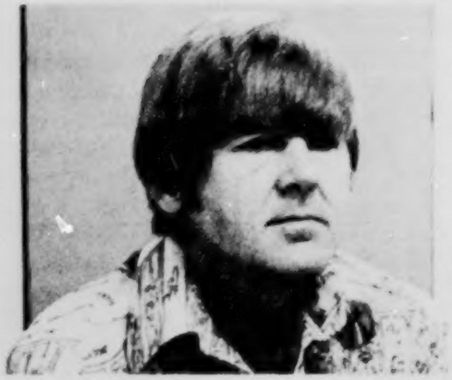
LEAP

setting up a career resource center, in getting the community involved in implementing the LEAP program, and in developing a comprehensive guidance and counseling program.

An important part of that progress, as the report notes, has been the good will the program has fostered between the school and community. The LEAP team has recruited the enthusiastic support of the Largo Chamber of Commerce and the local General Electric Plant in assisting with job shadowing and other career education activities involving local industries.

REPLICATION ACTIVITIES UNDERWAY IN BROWARD COUNTY

The University School of Nova University in Ft. Lauderdale has been working closely with the Broward County Career Education



Dr. James Smith
Chairperson, Consortium Steering Committee

cators could do to prepare their students for the working world. They also planned the consortium's second annual min-conference which was held in February.

The committee, which meets at least four times a year, is comprised of the following people: David Hogg, Principal, Hallandale High School; Anne McMichael, Career and salable skills.

LEAP

In addition to the general program specifically designed to be implemented in Largo High School - Largo Education in Action (LEAP). The objectives of the LEAP program are:

1. To elicit the cooperation and involvement of the community in implementing the program.
2. To demonstrate a positive change in attitudes on behalf of the professional staff at Largo Sr. High.
3. To provide teachers and students with as many of the material and human resources of the school and community through a well-equipped career resource center.
4. To implement a comprehensive guidance and counseling program that is based upon the cooperation between counselors, teachers, parents, and students.
5. To provide opportunities for students to earn a salable skill certificate as an addendum to the high school transcript, indicating a minimum job entry level in a specific area.

Although the program is designed to be carried out over a period of 5 years, the LEAP team reports progress in their first year of operation A progress report written in February, 1977, shows that 50% of the stated objectives have been completed. The most notable progress has been made in

University in Ft. Lauderdale has been working closely with the Broward County Career Education staff in an attempt to replicate career education activities that have proven successful in the county's middle and high schools.

A career education coordinator, Cheryl Clemow, has been appointed and is attending district meetings for high school coordinators. She is overseeing such activities as career exploration through all subjects, career related field trips and speakers, and classes focusing on self-awareness and decision making. A career area in the media center is almost completed and a career fair is being planned.

Dr. James Smith, Director of the University School of Nova University, said he is pleased with the school's replication efforts. "We feel very honored to be able to share in the fine work that is being accomplished by the Broward County schools," said Smith.

STEERING COMMITTEE OFFERS SUGGESTIONS TO CONSORTIUM

A group of business people, instructors, and administrators from each of the Broward, Orange, and Pinellas School Districts provide advice and direction to the Florida Career Education Demonstration Consortium.

They are members of the consortium's steering committee, an advisory body which suggests ways in which the consortium can help school systems effectively implement career education. At a recent meeting, for instance, business representatives offered a frank appraisal of what high school edu-

prised of the following people: David Hogg, Principal, Hallandale High School; Anne McMichael, Career Education Coordinator, Broward County Schools; Harold Mosser, 9-12 Articulator, Broward County Schools; James E. Smith, Jr., Director, The Upper House, The University School of Nova University; Donna Stull, Career Education Coordinator, Hallandale High School; Al Tanke, Asst. Vice-Pres. for Business Development, The Landmark Banking Corp. of Florida; Robert Billingslea, Mgr. Equal Opportunity Programs, Disney World; Marion Brown, Director Secondary Vo-Tech Education, Orange County Schools; Harry Haskins, Director, Secondary Program Development, Orange County Schools; John Pitts, Prin., Evans High School; William Ripley, Program Coordinator, Office of Career Education, Orange County Schools; Harmon Eason, Pres., Eason Ins. Agency; Francis Freeman, Prin., Dunedin High School, Myrtle Hunt, Career Education Director, Pinellas County Schools; R.T. Lyle, Exec. Director, Florida Council on Economic Education; A.W. Rennie, Career Education Supervisor, Pinellas County Schools; Claire Sullivan, Asst. Superintendent for Secondary Education, Pinellas County Schools; Eric Whitted, Area I Asst. Superintendent, Pinellas County Schools.

BOP

ORANGE COUNTY EXPANDS CAREER EDUCATION OFFERINGS

Career educators in Orange County have been developing two new career education programs in addition to actively replicating existing programs. The two new programs, a salable skills program and a community-based career education program, add some exciting options to the county's career education offerings.

Progress has been made toward implementing the salable skills program in schools by September, 1977. Last summer a writing team supported with local funding developed a list of approximately 50 salable skills and, with the aid of workers from the community, listed competencies required for each skill. Instructors then identified required and recommended courses for each skill.

A team of counselors and occupational specialists also assisted with the salable skills component by revising the guidance portion so that it could be offered to 7th and 8th graders as well as 9th grade students. Funds were provided locally to hire a salable skills specialist to coordinate additional salable skills.

After a year of development, the community-based career education program was implemented with 12 students for the first semester. An enrollment of 20 students is expected for the second semester. The project director is now in the process of developing a program manual and curriculum materials for use during the 1977-78 school year.

In addition to developing these new projects, career educators have been involved in two replication activities. They plan, first of all, to invite Orange County Senior High principals and their immediate staffs to attend a carreer education awareness day at Evans High. The activity is designed to make the visitors aware of the kind of career education activities that can be implemented by high schools.

Secondly, personnel from Seabreeze High School in Daytona Beach have indicated that they would like to receive replication assistance from Orange County. Thus far, Seabreeze High School's principal, 4 teachers, and the county's career education coordinator have participated in an orientation session with career educators from Orange County.

MINI-CONFERENCE ADDRESSES CAREER EDUCATION ISSUES

Participants at the Consortium's Second Annual Mini-Conference offered some thought-provoking answers to issues concerning career educators. The conference began with a panel discussion on the topic, "How can high schools meet the needs of various facets of the business community and the working world?" Following the panel discussion, participants assembled in small groups to discuss ways in which educators could implement some of the ideas discussed.

Among members of the business community, a common concern was that students should be taught more about the business world. Business people stressed the importance of such skills as verbal and written communication, math, reading, typing, and some employability skills. They agreed that 80-90% of high school students were able to meet the demands of their employers, but that extra attention needed to be paid to those students who had not learned basic skills. The consensus among business people was that they would like to be given a greater role in educating young people about the world of work.

Several educators agreed that the assistance of business people in educating students could be valuable. Educators expressed an interest in learning more about the business world possibly through inservice training. Ted Rajchel, Director of Cooperative Education at Florida Technological University, said that business people should be hired as adjunct professors instead of merely serving as resources to instructors. Abraham Fischler, President of Nova University, suggested that institutions should be formed outside the school system to teach those skills required for a career. The secondary schools, he felt, should concentrate on basic skills including what he termed "coping skills."

Panel members from the community agreed with business people and educators that information relating to the world of work was important and should be taught by the schools. Several parents agreed that they expected their children to have well defined career goals upon completing high school. Community members expressed an interest in the salable skills program as a valuable component of career education.

APPENDIX N

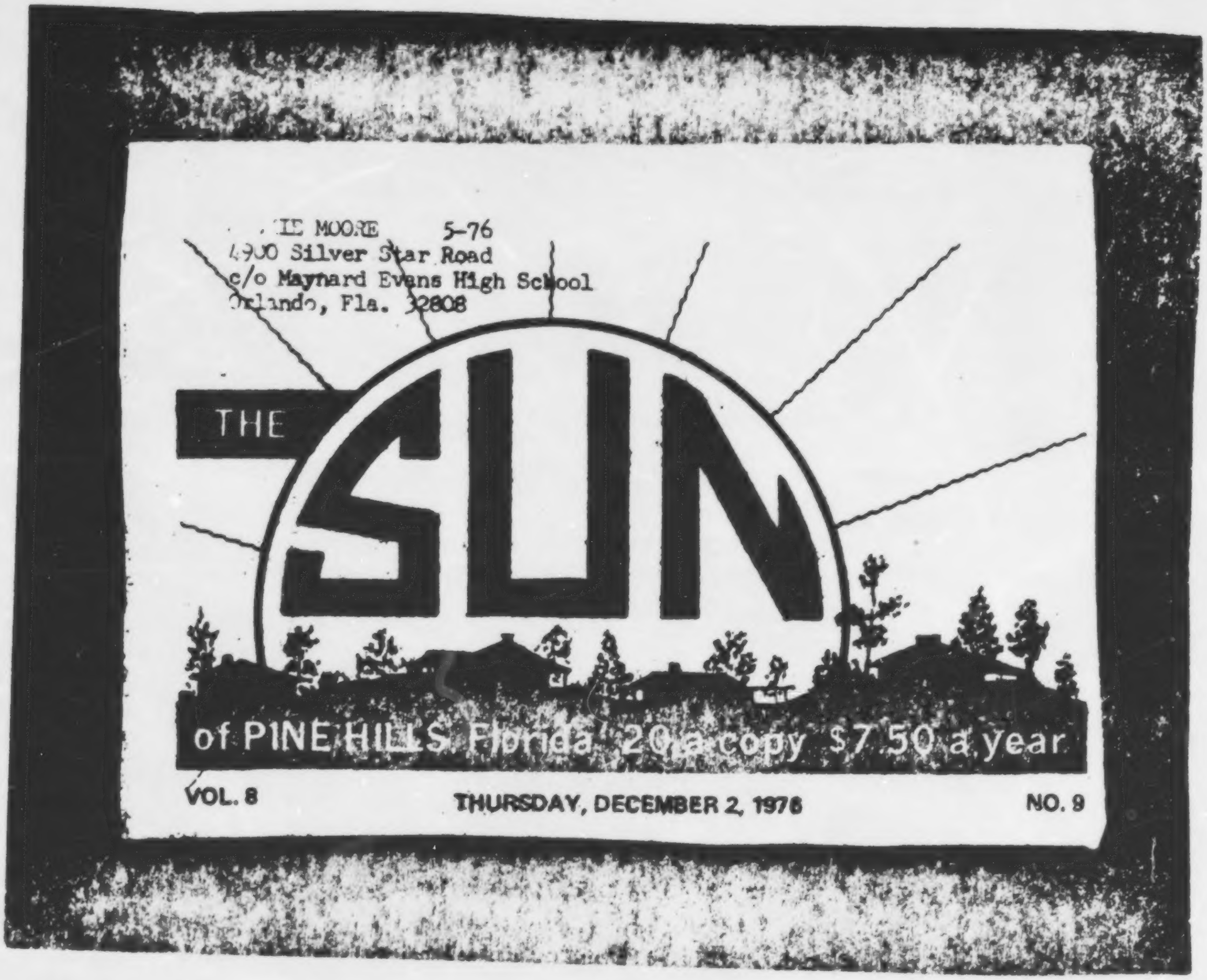
NEWSPAPER ARTICLES

Update

Vol. I, No. 1
December 1976
EXPERIENCE-BASED CAREER EDUCATION NEWS

FLORIDA

Orange County Board of Public Instruction (M — FWL) is in the second operational year of its Community-Based Career Education program — an optional, full-time, one-semester program at the high school for 12 seniors. Susan Key, Project Director; Maynard Evans High School, 4900 Silver Star Rd., Orlando, FL 32808; (305) 295-5100.



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4900 Silver Star Road
c/o Maynard Evans High School
Orlando, Fla. 32808

THE SUN

of PINE HILLS Florida 20¢ a copy $7.50 a year

VOL. 8 THURSDAY, DECEMBER 2, 1976 NO. 9

Two High School Students Learning About Medicine In Career Program

By ANDREW BEIERLE

Sentinel Star Staff

Kathy Neal walks like a doctor.

Pacing off lengths of hallway at Orange Memorial Hospital, she is brisk, determined. Her stride is severe, almost calibrated to perfection.

KATHY WORKS like a doctor, too.

One day last week on rounds at Orange Memorial, she listened intently as Dr. Mark Sibley presented the case history of a 38-year-old woman whose blood pressure when she was admitted to the hospital was 300 over 180 — so high it didn't register on the blood pressure cuff normally used to measure it.

When Sibley was through, Kathy questioned him about the woman's refusal to take medication for her illness.

Kathy, 17, is not a doctor. She lacks the authority of an M.D. behind her name, but she's working on that.

ACCEPTED FOR pre-med at three colleges, she says she plans to attend the University of Alabama next fall to major in microbiology.

"As long as I've known what a doctor was, I've wanted to be one," said Kathy, 2248 Pipestone Court, Orlando.

She and 18-year-old Debbie Fisher, 510 Normandale Ave., are participants in the community-based career education program at Maynard Evans High School. The program, limited to seniors, gives students three credits for a semester's work in fields from aviation to medicine and law enforcement.

AS THEIR part in the program, Kathy and Debbie spend Thursdays at Orange Memorial Hospital and the remainder of the week with area doctors.

Kathy, whose interest centers on surgery, also has viewed operations at Holiday Hospital.

"When other kids were watching Captain Kangaroo, I was watching Ben Casey," said Kathy, whose mother, a registered nurse, helps her study anatomy and physiology.

DEBBIE'S INTEREST also started young, but from a different perspective — that of the patient. She was seriously ill as a child and required several major brain operations to survive.

Both girls agree that the first-hand experience they get at the hospital gives them a greater insight into the field of medicine.

"You learn a great deal more than you could out of books," Kathy said. "And you can find out if the job suits you without having to pay all that money to go to medical school and then find out in the third year you can't stand the sight of blood or that sick people upset you emotionally."

KATHY SAYS her exposure to medicine — including bedside visits to terminally ill patients — has reinforced her intentions to become a doctor.

When she first started the program, one of her sponsoring physicians tried to talk her into another profession, she said.

"But it didn't work and I've never regretted it since."

(Sentinel Star Photo by Andrew J. Hickman)

KATHY NEAL, LEFT, DEBBIE FISHER OBSERVE PROPER WAY TO FILL SYRINGE
. . . Dr. Dennis Gross gives students firsthand look at field of medicine

High School Now Puts Emphasis On Job Skills

By **JEFF KUNERTH**

Sentinel Star Staff

Dropout, high school grad, college student — all have different needs but all need the same thing: some way to earn money.

"Even the kid . . . who goes to college is going to have to earn a living while in college or during the summers; there aren't many parents these days who can pay the entire cost of their child's education," said Vicky Ralph, salable skills specialist with the career education program at Maynard Evans High School.

MS. RALPH is developing a new career education program designed to help students obtain a work skill by the time they leave high school — without adding new courses to the curriculum.

The program matches job requirements with existing courses in science, business, math and social studies to show the student what is required to become a water treatment trainee, veterinarian's aide, photographer's helper, assistant nurseryman, pest control operator or any of about 200 job listings.

"He is doing two things at one time," Ms. Ralph said. "He is learning a skill he's interested in and he's fulfilling his (course) requirements."

IT'S ANOTHER effort she said, to make the classroom relevant, to show the student specifically why it's important to take science, math and social studies.

It also should help convince the potential dropout to stay in school, she said.

The proposed program also responds to complaints from the business community that some graduates of Orange County schools are unqualified, that they lack the necessary skills.

BUSINESSMEN are asked to help identify the job skills a student should have before graduation.

"This way, the business community has the chance to say this is what they want the graduate to be able to do," Ms. Ralph said.

Before a student graduates under the new program, he or she would have to pass a test to demonstrate mastery of the job requirements.

WITH PROPER guidance, Ms. Ralph said, a student could graduate with two or three job skills and be fairly certain of finding work.

"It is ultimately what career education should be — preparing the student with salable skills," Ms. Ralph said.

Career education in Orange County begins in the elementary schools where, six years ago, the program was introduced by Robert S. Megow, director of career education.

SINCE THEN, with state and federal funding for pilot programs, career education has entered the junior and senior high levels.

Megow said the program is the integral intertwining of the world of work with traditional classroom subjects.

"It's not an additional curriculum. It's to be mixed with the rest of the studies," Megow said. "If career education is going to work it will have to work through the academic classroom."

IN THE EARLY elementary grades, children learn math,

(Sentinel Star Photo by Tom Kennedy)

PURSUING CAREER EDUCATION AT EVANS
. . . Phil Anderton and Liesse Rott

vocabulary, social studies and reading skills while looking at a specific job, such as driving a bus.

In the later grades, they learn about career categories — transportation instead of driving a bus.

Junior high students use career education to explore job possibilities in areas of their interest, but without limiting themselves to one occupation, Megow said.

THE HIGH SCHOOL programs try to help the student discover the kind of job he or she would like to pursue.

The program also helps give students an opportunity to sample various jobs by "shadowing" workers for a day or participating in a work placement program for a semester.

PHIL ANDERTON, an 18-year-old Evans senior, will participate in a program next semester observing several businessmen in different jobs to decide whether he really wants to go into business administration.

"Phil is coming into the program not knowing what he wants to do," said Susan Key, the occupational specialist who heads the program.

"If students come out of the program knowing what they don't want to do, that's fine too," she added.

The most important thing about all the facets of career education in the public schools, educators agree, is that it chips away at the wall that separates work from school and school from work.

SENIOR PERSONALITIES

By Jim Fishel

* * * *

Phyllis Jefferson's active participation in Student Government, Career Based Community Education and National Honor Society earns her the honor of being chosen as one of October's senior personalities.

First of all, Phyliss devotes numerous hours each week to work with student government to plan and organize various activities and programs. Presently, Phyllis is working in the Homecoming committee to help finalize plans for the traditional Homecoming ceremonies. Nevertheless, her main goal in student government is to improve black-white relationships and stimulate student involvement. As Phyllis summed-up: "Blacks should get more involved. However, many blacks feel that whites get all the privileges. But involvement in the main thing. You just can't sit back and let someone else do it... You have to take the initiative."

Second on Phyllis' list of activities is participating in the Career Based Community Education (CBCE) program. She works as a youth counselor at the Division. of Youth Services located on Mercy Drive. Phyllis assists the professional staff by working with the clients to help place them in a productive job. With the object of becoming a psychologist in mind, she invests many hours a week to become more knowledgable in her chosen field. According to Phyllis, "The CBCE program aids students in their college decisions by foreshadowing various job opportunities."

Thirdly, Phyllis is an active member in the Evans National Honor Society. To this end, Phyllis hopes to earn a college scholarships by maintaining a 3.6 grade point average.

(Sentinel Star Photo by Tom Kennedy)

Evans senior Mike Wordell, far right, stands with helicopter pilot Frank Brewer, far left, and Dave Parkes. Behind them is the rescue copter Brewer and Parkes flew to Evans for Mike's class to inspect.

Class Aviation Seminar Prompts Copter Visit To Maynard Evans

Mike Wordell, a senior at Maynard Evans High School, asked Frank Brewer, and Dave Parkes to help him present a class seminar on aviation in law enforcement recently and the two Orange County Sheriff's Department employes went one better. They flew a rescue heliocopter over to Evans for Mike's whole class to inspect.

The 12-member class, a one-semester, Community-Based Career Education program offered only at Evans this year, allows students to spend four days a week in the field, studying the career of their choice.

Mike — a member of the Police Explorers Club — who wants an aviation career, will continue riding the copter through January in the extended "job shadowing" program. Other classmates are scrubbing for surgery at Orange Memorial Hospital, attending juvenile court, repairing Florida Power Corp. trucks and assisting a local veterinarian.

(Sentinel Star Photos by Tom Kennedy)

The Men and Their Machine

The bottoms of the Orange County sheriff's helicopters are probably the most familiar parts of the machines.

The pilots, too, are usually just shapes behind the bubble to the average on-looker.

But the men in the air came down to earth last week at Maynard Evans High School in Pine Hills to discuss their jobs with students.

At upper left one of the department's two patrol helicopters lands in a vacant athletic field.

Cpl. Frank Brewer, the pilot, at left, and Cpl. Dave Parkes, an emergency medical technician, give students the lowdown on their operation.

Deputies in helicopter come to class at Evans High

A couple of deputy sheriffs in a helicopter dropped in on Mike Wordell's class at Evans High School last week.

Mike arranged their appearance on the football field in probably the most dramatic student demonstration of a career under study.

He is a senior in a pilot program called Community Based Career Education and through the influence of the school, students get placed in work situations part of the day so they can see if a particular career that sounds good is right for them.

The way Sue Key, coordinator explains it, students who are not quite sure of their career goals may explore a variety of resource sites in several career clusters, gaining knowledge to make a more realistic career choice.

Once a week, students attend a seminar covering various life skills, such as income tax, budgeting, work habits, checking and savings accounts. Each student must also plan and present individual seminars sharing the experiences he or she has had in the program.

That's why the deputies descended on Evans last week. Their appearance was Mike's presentation because his unpaid job away from campus is assisting any way needed at the sheriff's helicopter station at Herndon Airport.

Pilot Frank Brewer and Emergency Medical Technician Dave Parks brought the smaller of two helicopters that make up the sheriff's fleet. They told students that in their machine they can do anything a cruise car can do "only better."

The airmen are deputy sheriffs first and airmen second.

In his non-paying job Mike has been allowed to go along as the crew member on two actual runs.

As a result of his experience Mike says he knows what his career will be and that's in aviation. He doesn't plan to work as a lawman-aviator, but he does plan a career in the air.

Thursday, December 2, 1976

THE SUN

The way Mike Wordell explained the outside work he does as an Evans High student in the Community Based Career Education class was to have two deputy sheriffs bring their helicopter to the campus to talk about crime fighting from the sky. At left, pilot Frank Brewer, emergency medical technician Dave Parks and Wordell address the gathering. At right students look in the cockpit as Parks explains how the helicopter flies.

C.B.C.E. FORESHADOWS CAREER OPPORTUNITIES

By Jim Fishel

One of the most difficult decisions in a person's life is choosing a career. To aid students in their choices by foreshadowing career opportunities, the Community Based Career Education (CBCE) program was installed as part of the curriculum at Evans High School.

The program, in its second year, serves a two-fold purpose: first, it allows high school students to gain invaluable experience in a career that interests them, and second, it allows students to determine if the career they selected is the right one for them.

One of the main advantages of the CBCE program is the ease with which participants can switch sites to observe and participate in almost any career that the individual student desires.

Steve Russo trains in diesel engineering at the Florida Power garage in Altamonte Springs.

Senior Kris Dziadzio thought she wanted to become a secretary. Upon joining the CBCE program, Kris was given the opportunity to work as a secretary at the administrative offices of Florida Technological University.

After spending three weeks typing, filing and taking shorthand, Kris realized that secretarial work was not the right choice for her.

Rather than facing a career she didn't enjoy, Kris was able to transfer out of the secretarial program and pursue another one of her interests - forestry.

Since last October, Kris has worked with the Florida Department of Forestry, learning about the planting and protecting of Florida's trees. Kris has familiarized herself with the roles of the forest rangers and foresters and has learned the uses of fire fighting equipment used by the Department of Forestry.

Mr. D. D. Snyder, one of the Foresters stationed in central Florida, explained the benefits Kris received by working at the Department. "During the four months Kris has been with us, she has had the opportunity to earn the role of a forest ranger first-hand. Textbooks can teach only so much and experiencing things is half of learning them."

Another senior involved with the CBCE program is Steve Russo. Steve's major interest centers around mechanics so Steve joined the CBCE program to work with professional mechanics or at a local garage.

The Florida Power Company had exactly the program Steve was interested in. At the Altamonte Garage, Steve worked with mechanics tuning-up engines, overhauling

Photos by Jim Fishel

Kris Dziadzio maintains the fire watch at the Forest Service Fire Tower on South Orange Blossom Trail.

engines, changing tires, painting vehicles and repairing drum brakes.

While working with the older and more experienced mechanics, Steve learned short-cuts on tearing down engines and working on hydraulic lifts. As Steve explained, "It's really different than I thought it was going to be. Everybody helps out everybody. If someone has a problem that they can't solve alone, they just ask for help and usually someone offers a solution."

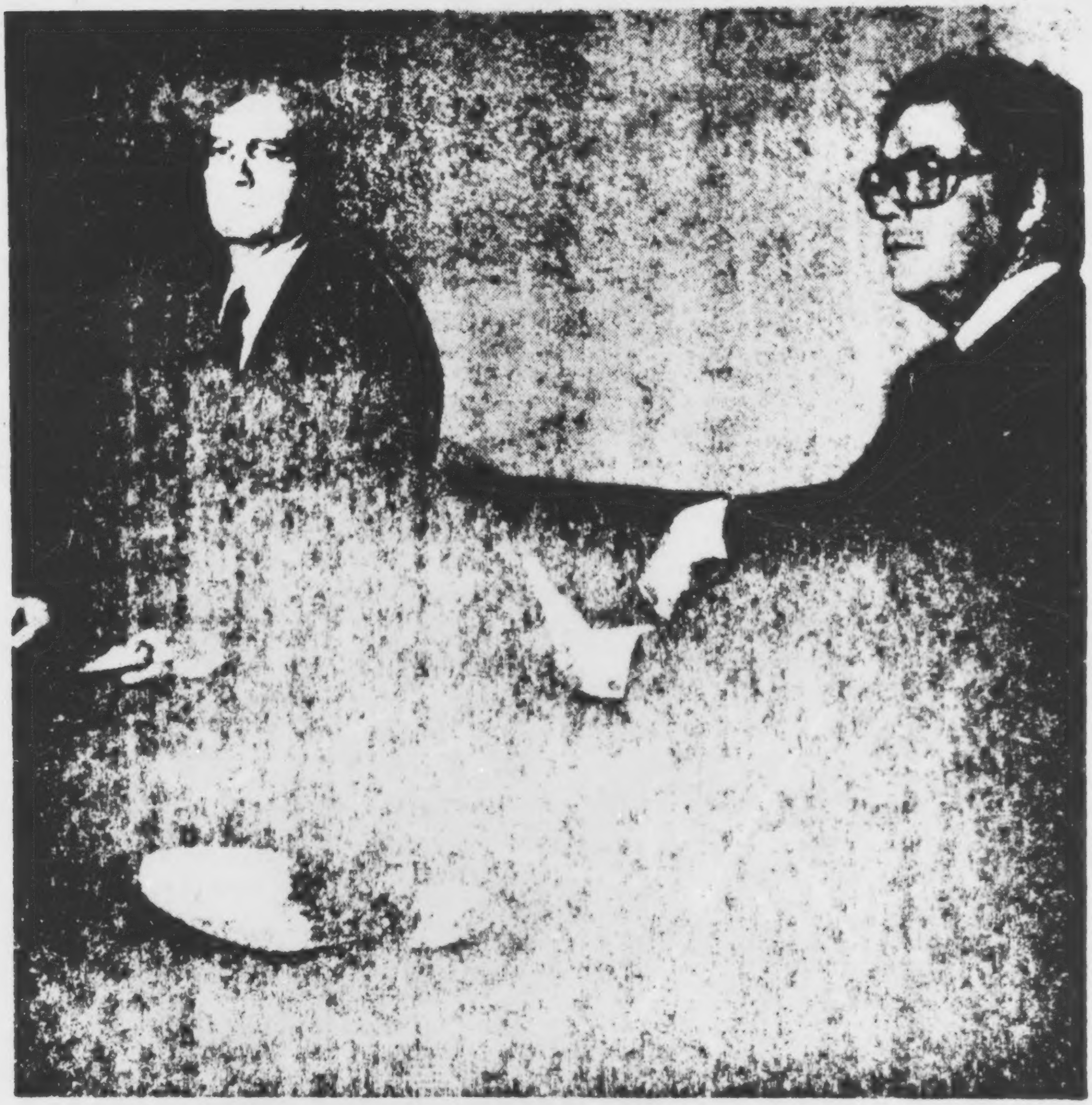
Janis Stevens chose to work with handicapped youngsters at Gateway School and at the special class for physically handicapped students at Evans. Janis has a special reason for choosing her sites. Her fifteen year old sister is paralyzed from the waist down. "I just wanted to help out some people who are less fortunate than I. I guess that's why I want to become a special education teacher."

Janis has worked at Gateway helping motor disabled students with constructive projects such as making wooden things like boats, bird feeders, cars and engraved nameplates.

Phyllis Jefferson and Myrtle Wells are interested in child psychology, and they chose to work at the Division of Youth Services on Mercy Drive. The Division of Youth Services deals with youths who are on probation or parole. Working at the Division of Youth Services gives Phyllis and Myrtle an insight into the role of a youth counselor.

The program, under the direction of occupational specialist Sue Key, has fit into the school's curriculum by allowing students to earn high school credit while sampling career choices and allowing them to work at sites in the community without making a full commitment to any single career.

Janis Stevens, who hopes to major in rehabilitative services, assists her handicapped sister, Cheryl.



(Sentinel Star Photos by E. B. Mitchell)

LAW PANEL PARTICIPATED IN EVANS CAREER SEMINAR
... Lamar, left, Judge De Manio wait to speak

Legal Work Careers Explained

PINE HILLS — Remember when you counted buttons and recited, "Rich man, poor man, beggar man, thief. Doctor lawyer, Indian chief."

Scratch lawyer. That is if you want to get rich and work as little as possible.

THAT'S THE advice of a four-member law panel including assistant State Atty. Lawson Lamar, Orange-Osceola. Orange County Circuit Court Judge Peter M. De Manio, a court reporter and trial clerk at Maynard Evans High School recently.

Court reporters, who write down every word spoken during a court trial or hearing, can make upwards of $30,000 annually. They can also work long, hard hours, said Tammy Kensler, a court reporter instructor.

De Manio said his job is also one of long hours of work. "My advice to you is read and read and read," he said. "And then do some writing. Because that's what lawyers do — they read, write and speak."

THE LAW panel spoke to a career education seminar of about 150 students from American history and law awareness classes at Evans. They were advised to brush up on their English, to try to get the best possible grades and to study hard.

The studying seemed to appeal to few of the students. The salaries did, however.

Court reporting

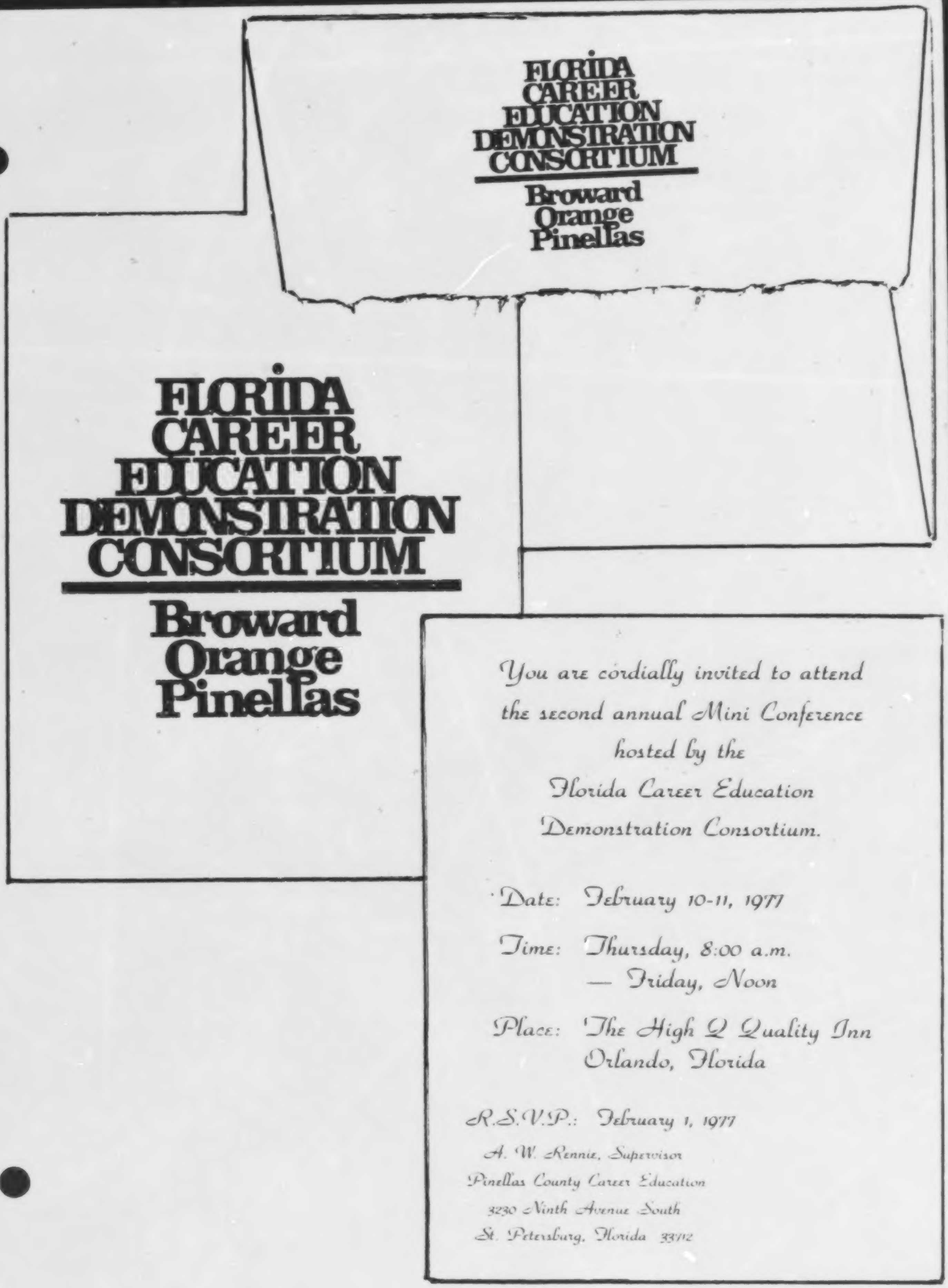
THE SUN

Their interest is law

Evans students Steve Paulsen and Leslie Eiserman quiz Circuit Judge Peter de Manio and Assistant State Attorney Lawson Lamar last week during one of the school's conferences between students and people in professions.

APPENDIX O

MINI-CONFERENCE INVITATION



FLORIDA
CAREER
EDUCATION
DEMONSTRATION
CONSORTIUM

Broward
Orange
Pinellas

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Orange
Pinellas

You are cordially invited to attend
the second annual Mini Conference
hosted by the
Florida Career Education
Demonstration Consortium.

Date: February 10-11, 1977

Time: Thursday, 8:00 a.m.
— Friday, Noon

Place: The High Q Quality Inn
Orlando, Florida

R.S.V.P.: February 1, 1977

A. W. Rennie, Supervisor
Pinellas County Career Education
3230 Ninth Avenue South
St. Petersburg, Florida 33712

APPENDIX P

MINI-CONFERENCE PANEL FORMAT

BROWARD, ORANGE, PINELLAS

CAREER EDUCATION

DEMONSTRATION CONSORTIUM

MINICONFERENCE: February 10-11, 1977

GUIDELINES FOR PANEL PRESENTERS AND RESPONDENTS

PURPOSE FOR DAY 1 OF THE CONFERENCE:

To provide an opportunity for teachers and administrators from the three demonstration high schools and corresponding replication sites to:

1. Hear recommendations from representatives of four segments of society-- business and industry, school district-level administration, universities, and the parent community-- concerning the student product that the secondary schools should be producing.

2. Develop strategies for implementing those recommendations in their schools.

ROLE OF PANEL PRESENTERS:

From the point of view of the segment of society represented:

1. To describe the type of student product which the secondary schools should be producing in relation to the career education movement.

2. To bring into focus the need for "reading, writing, and arithmetic" and the notion of relevancy; job preparation; and humanistic education including values and interpersonal relations.

3. To make three or four specific recommendations for the schools to follow in their efforts to produce the type of student described as desirable.
   Time: 8-10 minutes each.

ROLE OF PANEL RESPONDENTS:

From the point of view of the segment of society represented:

To reinforce, add to, or challenge the presenters' views of the type of student product desired and their recommendations for achieving it.
Time: 3-4 minutes each.

AHM:ck

APPENDIX Q

"IDEAS THAT WORK"

Ideas That Work !

broward - orange - pinellas career education consortium

FORWARD

We have all heard that career education is not really "new" and that teachers have been teaching in this manner since the beginning of public education. We do not wish to argue this point; however, we do want to emphasize the necessity for coordination and articulation of career education concepts throughout all curricular and co-curricular experiences. All teachers are career education teachers, and as such, must assist their students in understanding how they will use, in the world beyond school, that which is being taught in their classrooms today.

Exploration of career education concepts through traditional subject areas has been an integral part of career education philosophy since the inception of the movement. It is generally agreed that every classroom teacher should emphasize the career implications of all disciplines taught. The fusion of career education concepts into existing curricula, at appropriate points, has been the major objective of many inservice meetings and workshops. However, while the importance of fusion has been stressed, in many instances the methods used have caused teachers to view career education as an "add on" -- something special to be done at a specified time. The inservice process used must help teachers to understand that career education is at its best when it becomes so much a part of the on-going school program that it must be pointed out to the casual observer.

In order to achieve this, teacher inservice must include a sequential plan for curriculum development which will assure the automatic inclusion of career education concepts in the development of units and daily lesson plans. Teachers must be shown that it is a better, more effective way to assist students in achieving course objectives. Both teachers and students will respond positively to successful experiences in the classroom.

In this folder you will find brief abstracts of successful ideas field-tested by other teachers. Teachers from the three demonstration schools in the Broward, Orange, Pinellas Career Education Consortium were asked to share some of their best ideas with you. It is a simple task to take these ideas through the fusion process. A form for this activity is included in the folder.

Office of Career Education
Pinellas County, Florida
CAB Number
November, 1976

TEACHER ACTIVITY SHEET

1. Cluster:

2. Career Education Element:

3. Subject Area:

4. Performance Objective:

5. Activity:

6. Materials:

Developed by ______________________
(Name)

____
(School)

____
Grade/Subject

Office of Career Education
Pinellas County, Florida
CAB Number MA-09-956-CA
November, 1976

TEACHER ACTIVITY SHEET

1. Cluster: Manufacturing

2. Career Education Element: Career Awareness
Skill Awareness - Beginning Competence

3. Subject Area: English
Foreign Language

4. Performance Objective: Following oral instructions and referring to an "exploded view," the student will identify all parts in the diagram and write sequential directions for the assembly of the pictured swing set.

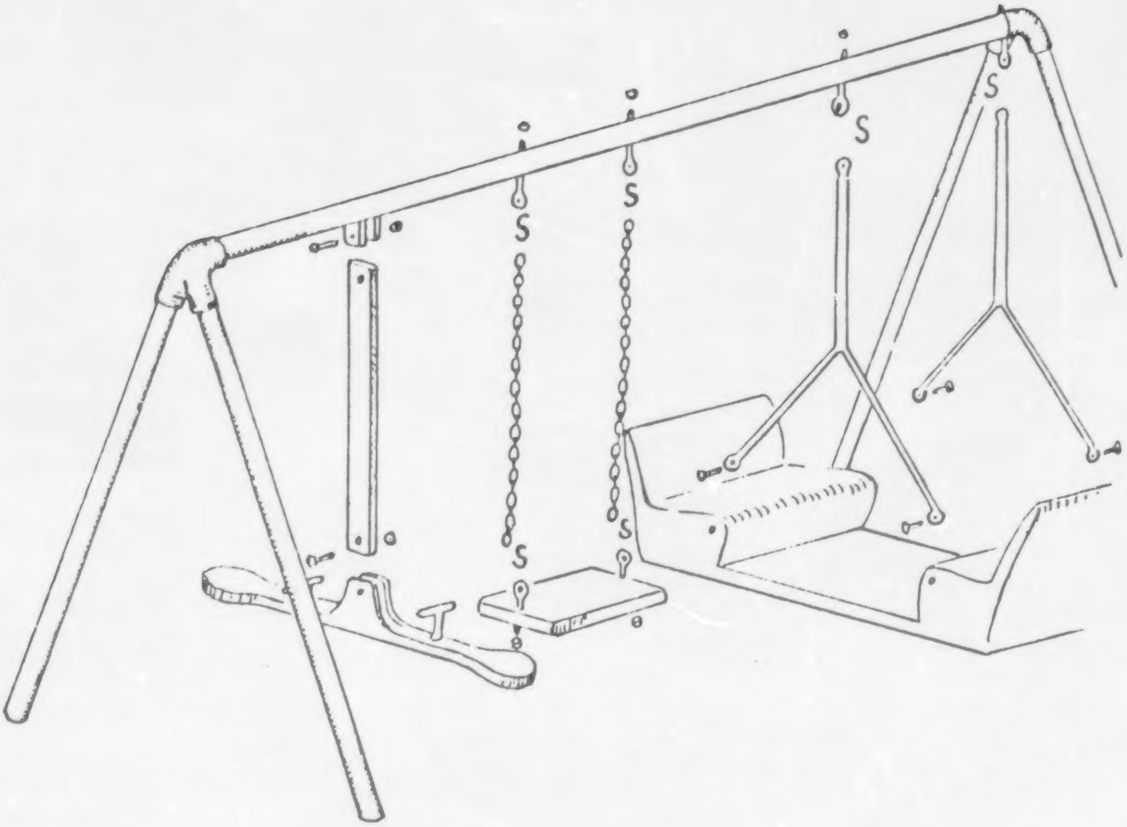
5. Activity: After a synoptic overview of technical writing jobs in industry, students individually or in two member teams, will assume the role of technical writers working for an American firm engaged in the manufacturing and distribution of children's swing sets. In the case of a foreign language class, their task would be to develop the instructions in that particular language. This assignment stresses following oral instructions, drawing logical inferences from sketches and writing detailed assembly instructions.

6. Materials:
Paper, pencil, pen, ruler, attached sketch.

Developed by ______________________________
(Name)

____
(School)

____
Grade/Subject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ART

Much of what we do in art can lead to a salable skill, provided the student develops the needed processes and techniques. After teaching a unit on Macrame', the custom creations by some of my students began to be sold through local nursery and florist outlets. The demand got to be so great that they enlisted the help of other students in my class.

Baxter M. Rains
Dunedin Sr. High School
Pinellas County

Through the process of teaching block and silk printing, students did individual layouts. By understanding the basic commercial process and requirements, some become very proficient in sign design and lettering. Several small specialty shops are using these students on a part-time basis.

Baxter M. Rains
Dunedin Sr. High School
Pinellas County

I've found art a perfect place to incorporate career information. We studied a unit on occupations relating to art, including cartoonist, engineer, interior designer, commercial artist, sign painter and others. Students performed tasks relating to each occupation.

Hazel Von Bampus
Maynard Evans High School
Orange County

Our school was subject to frequent attacks of vandalism. Most of the exterior walls were smeared with obsenities. This problem was considered a challenge to my art classes, who with basic instruction from me and permission from the school principal, began a series of wall murals. Done in a contemporary symbolic form that represented the life styles, problems, and concerns of most of the inner city students, our school has become a symbol of artistic expression that is not only acceptable to the eye, but a source of pride to the immediate community.

Claire Lieberwitz
Hallandale Sr. High School
Broward County

The student will design and construct a label for a soup can and a package design for a product. For a related career, he will identify the responsibilities involved, the qualifications and training required, and the remuneration possible.

Career Education
Broward County

The student will construct a collage which illustrates the job and life style of a photographer and will photograph, develop, and print a photographic essay related to a specific area which a working photographer would cover.

Career Education
Broward County

The student will submit six thumbnail sketches for a fashion layout which will sell a particular garment.

Career Education
Broward County

The student will demonstrate employability skills by preparing a portfolio and collection of slides of his best work to be presented to an employer.

Career Education
Broward County

FOREIGN LANGUAGE

Each December the Foreign Language Department holds a special festival centered around all the countries represented in the department -- Spanish, German, Latin and French. Students dress in the costumes of their country, prepare skits and music of that country. Speakers from the community give brief talks on how a foreign language is used in their particular career.

Virginia Devoe, Department Chairman
Maynard Evans Sr. High School
Orange County

In the earlier days of Career Education, when little printed information could be found on careers relating to Spanish, my students sought out people in our community whose jobs related to Spanish in some way. With this information plus researched information, they wrote skits and prepared a complete presentation on "Careers in Spanish," which was videotaped and presented over our local cablevision station. In addition to Spanish-related careers, they gained knowledge about careers in drama, broadcasting and journalism! We saved the tape to present to future classes and for teacher career workshops.

Judy Brown, Spanish
Maynard Evans Sr. High School
Orange County

The student will interview a bilingual switchboard operator and will ask him/her to rate his/her job according to the following checklist:

My job requires:

a. Speaking and listening fluency to the highest degree.
b. Reading and writing facility only.
c. Speaking and listening fluency to a moderate degree.
d. Minimal speaking and listening fluency.

Career Education
Broward County

The teacher will role-play a Spanish-speaking passenger who does not speak a word of English. The student will role-play an airline stewardess as the passenger disembarks.

Career Education
Broward County

The student will take the Modern Language Association Spanish proficiency test to determine his degree of fluency in Spanish. Results will be compared to prerequisites for employment in select Spanish-related careers representing all career clusters.

Career Education
Broward County

Students are cast in the role of a technical writer for an American firm manufacturing children's swing sets. Their assignment is to first agree on the names for all individual parts shown in an exploded sketch which I have supplied. I stress the need for following printed instructions, drawing logical inferences from the sketch, and writing detailed assembly instructions.

Paul Bostrom, Spanish
Dunedin Sr. High School
Pinellas County

With an ever increasing foreign influence upon American businesses, the advantage of speaking a foreign language is becoming more apparent each year. To demonstrate this to my students, I have them survey all major businesses and industries in our area to identify those who are dealing with other foreign companies or are themselves a subsidiary of a foreign firm. A collection of standard business forms such as blank purchase orders, shipping labels, receipts, etc. are used in various assignments given to students to demonstrate the practical application of what is being taught in my course.

Marion Shields, Spanish
Dunedin Sr. High School
Pinellas County

A number of occupations were revealed when my Spanish students spent two weeks writing and performing "Restaurant Scenes" in Spanish. Some served as waiters/waitresses, host/hostesses, and customers. Some even acted as chefs, bringing in Spanish food to serve to classmates. All seemed to enjoy this different kind of learning performance.

Virginia Devoe, Chairman
Maynard Evans Sr. High School
Orange County

HOME ECONOMICS

In my child care course students had to develop an educational toy for children for the age group of 2 - 5 years. The toy had to have an educational objective (something had to be learned by the child). Materials were collected by both teachers and students. Examples:

Touch and smell book
Alphabet book
The doll that got zipped, buttoned and tied.

Faye Burdine, Home Economics
Dunedin Sr. High School
Pinellas County

A one day Child Day Care school was prepared by the class using small children (sisters and brothers of the students). They were given:

Story time
Play time
Game time
Snack time

Faye Burdine, Home Economics
Dunedin Sr. High School
Pinellas County

In one of my clothing classes, students enacted an assembly line for making drawstring school bags. A miniature manufacturing facility was actually put into operation with jobs as cutters, pattern makers, machine operators, pressers, supervisors, and plant manager. This type activity can be as comprehensive as the teacher desires, with emphasis being placed upon the economic-free enterprize system, in addition to the production skills.

Faye Burdine, Home Economics
Dunedin Sr. High School
Pinellas County

Getting a professional speaker to spend all day in a classroom is often difficult, due to their busy schedule. Whenever I have an "extra special" guest, our occupational specialist videotapes the original presentation which I use to show to that day's remaining classes. All my classes benefit from a professional's knowledge, and we have the tapes to use for future classes.

Myra Rodemann, Child Care
Maynard Evans Sr. High School
Orange County

A tasty way to get across career information for our foods classes involved inviting the manager-owner of a local French restaurant to our classes to demonstrate the art of cooking several of their famous dishes and to talk about careers in the food service industry. In addition to the career information presented, the students received pointers on restaurant dining etiquette, along with bites of delicious food.

Nancy Lockwood, Foods
Maynard Evans Sr. High School
Orange County

While waiting for our child-care facility to be built here at school, I have to plan ways for our students to have actual contact with children. One effective way I've found is to arrange field trips to nearby child care centers. Students get to see a variety of facilities, including those for the mentally retarded and handicapped. During class time we have an opportunity to discuss the pros and cons of each center, its physical aspects as well as its simple or sophisticated teaching methods and materials.

Myra Rodemann, Child Care
Maynard Evans Sr. High School
Orange County

One of the most helpful resources for our classes has been a nearby business school. A representative from their fashion department presents a program on career clothes for our students. They learn about the proper clothing to wear when working, how to coordinate a wardrobe economically, and something about the career possibilities in the fashion field. The fashion rep brings Career Carol, a dummy, along with a complete wardrobe of clothes, which she dresses to demonstrate to the students how to mix and match a wardrobe.

Johnnie Mae Subbs, Department Chairman
Maynard Evans Sr. High School
Orange County

My composition classes really enjoyed assuming the role of a technical writer. A simple study sketch of a swing set was presented to the class and agreement was reached on the naming of the individual parts shown in the diagram. Their assignment was to write assembly directions which reflected logic and clarity.

Martha Brinklow, English Department
Dunedin Sr. High School
Pinellas County

My basic composition classes had very little idea what the school administrators do, so we invited each administrator to come in and discuss his/her job description. Students asked questions and later wrote up reports concerning information discussed. They learned a great deal about educational careers, our own administrators, and some attitudes were changed.

Mary Bell, English Composition
Maynard Evans Sr. High School
Orange County

On Wednesdays our Humanities classes have workshops which are conducted by the students. Each student is responsible for planning, preparing and conducting the class on his assigned Wednesday. Often speakers from the community are invited to talk about their careers; sometimes students instruct the class in crafts. One of the wildest visitors was a lion cub brought in by a lion keeper from the local zoo.

Susan Rawson, English
Maynard Evans Sr. High School
Orange County

Oral communication techniques and listening skills are readily taught by dividing the class into a number of two member teams seated with their desks facing each other. A cardboard partition prevents the viewing of the opposite partner's desk surface. Ten different geometric shapes are distributed to each student. The task is for one student to arrange the shapes in a specific order and pattern, then communicate to the partner the exact order, etc. Competition can be inserted into the activity with the best of three tries and going into a playoff elimination for an eventual overall winner.

Martha Brinklow, English Department
Dunedin Sr. High School
Pinellas County

"This is the best day I've ever spent in school," announced one of my students after our "open class" career education day. At their own pace, students visited career stations set up around the room. Centers included such things as tables of a/v materials on careers, a station to test manual dexterity and mechanical ability, booklets, brochures and catalogs from colleges and voc-tech centers, military and civil service, and a testing facility on employability skills. Students were given a checklist of tasks to complete as they came to class, which was returned to me at the end of the period. Several days of classroom discussion preceded this activity.

Shirley Cunningham, Language Arts
Maynard Evans Sr. High School
Orange County

After describing a simulated newsroom to my class, a diverting activity is built around a surprise enactment staged by one of my confederates. When the routine is concluded, the students are cast in the roles of reporting of reporting teams that must recall what they have witnessed, prepare a tightly edited written account, and make a news report to the entire class. The newscast of each group is rated by the entire class for accuracy, interest, and clarity. The winning and second-place groups are identified and recognized by the teacher as the best reporting team. Emphasis is on the ability to make visual and aural observations, recall them, and correctly describe them both orally and in writing.

Martha Brinklow, English Department
Dunedin Sr. High School
Pinellas County

The student is to assume that he is to sell his car, which is a 1968 Camaro. It has the following options:

4-speed transmission on the floor
Whitewall steel-belted radial tires
Air conditioning
AM/FM stereo radio
Power steering
Power brakes
Tinted glass
Candy apple red in color

He is to imagine that he has been given free as much space as he wishes to use in the classified section of the newspaper to sell his car. Using colorful, descriptive phrases, he is to write a convincing advertisement to sell his car.

Career Education
Broward County

The student is to make an organizational chart of a company related to a career area in which he is interested. He is to write a job description for each position on the chart.

Career Education
Broward County

Two students will role play the characters of two law enforcement figures from a movie or television show. The class will discuss the tasks and communication skills involved in the jobs represented. Discussion should include the following points:

Filling out reports
Interrogation techniques
Intonation
Phrasing
Vocabulary
Propaganda devices and
Body language.

Career Education
Broward County

I believe in utilizing existing resources in and around our school. Humanities students studying architectural structure, focused their attention on the school construction in progress outside their own building. After watching the performance of workers from bricklayers and crane operators to construction supervisors, they made an analysis of the construction process and building codes required.

Martha Brinklow, Humanities
Mary Ellen Leonard, English
Dunedin Sr. High School
Pinellas County

To study the colonial period, Humanities students divided into family clusters and then researched the life style of their family including the kind of education, dress, house, and interest each family would have based on their occupation. Results of study produced miniatures replication of Williamsburg crafts, audio visual programs and life styles, and super-8 films and various careers during the Colonial period which were compared to those of today.

Martha Brinklow, Humanities
Mary Ellen Leonard, English
Dunedin Sr. High School
Pinellas County

Instead of researching familiar careers, my students wanted to study unfamiliar ones. They worked as teams, organizing the information, and then presented to their classmates their unusual occupations, using posters they had made as visual aids.

Carmen Lawrence, Composition
Maynard Evans Sr. High School
Orange County

What better place to learn business world terminology than a vocabulary class! With my vocabulary classes I have tried to incorporate a period of time to spend on words relating to careers. My students find these activities very helpful!

Mercia Mason
Maynard Evans Sr. High School
Orange County

MATHEMATICS

To demonstrate practical application of the Pythagorean Theorem, exponents, and radicals and to increase students' awareness of careers, students can be involved in activities related to the construction of a tennis court. Small groups will have the following responsibilities:

Group I: To contact an authority on tennis courts or to measure an existing court to determine actual size of court, height of poles and net, and thickness or surface area.

Group II: To contact cement companies to determine amount of cement needed for the court and surrounding area.

Group III: To contact companies that can provide the needed steel reinforcing rods, lumber forms, and sand for the base and determine corresponding costs.

Group IV: To determiae different careers involved in construction of the court, estimated time involved in each, and corresponding hourly rate.

Group V: To determine needs and costs for materials and labor to provide adequate lighting and fencing.

Group VI: To design and "purchase" sod and shrubbery for landscaping around courts.

Group VII: To research on additional careers that will come into play after the construction of the court is completed.

Career Education
Broward County

A local banking institution and a printing company provide free Student Practice Checkbooks for our general math classes. The students find the checkbooks helpful in grasping basic math skills, and at the same time they're gaining helpful banking knowledge. The businesses look upon this activity as a way to assist education, and we see it as another way to learn more about community and business practices.

Joanne McGill, Math
Connie Weak, Math
Maynard Evans Sr. High School
Orange County

The practical application of math to the working world is brought into focus weekly as students solve problems directly related to career education. During one class period weekly, students spend a portion of the period solving job-related problems prepared by me. This exercise helps answer students' inevitable question, "What do I need math for?" in a positive manner.

George Marks, Math
Maynard Evans Sr. High School
Orange County

Through contact with guest speakers in the classroom or through personal interviews, students will identify careers in which knowledge of linear equations is necessary.

Career Education
Broward County

A two-part activity that challenges the student with two simplified aeronautical engineering problems. I begin with a brief review of the work of aeronautical engineers. In the first exercise, the students are led through the solution of the area of an elementary delta wing (simply a right triangle). Then they are conducted through the equation for solving the area of an unsymmetrical swept wing. They measure the sides of three triangles with a special scale and compute their areas. The required area is found by subtracting the two lesser areas from the overall area.

In the second activity the students work either individually or paired to find the center of gravity of a (paper) aircraft nautical fin. The student inserts a pin through the corner of the figure, establishes a vertical by means of a thread-suspended paper clip and scores a reference line. The process is repeated at another corner and the intersecting lines determine the center of gravity. The student finally measures the distance of the center of gravity to each of the four corners of the vertical fin, thereby fixing its location in a manner that permits transferring it to other drawings. A concluding discussion touches on the limitations of the processes used in the two exercises. Emphasis is on mathematical processes involving equations and graphic solutions. Skills exercised include the use of a scale and multiplication, division, and subtraction of whole numbers.

Paul McLaughlin, Math
Dunedin Sr. High School
Pinellas County

Opportunities to prove the relevancy of math are a daily occurrence at our school. As a comprehensive high school with several building trades courses, my students really get involved in specialized math needed for masonry construction, carpentry, and electronics, even though they are not enrolled in these vocational courses. Simulated problems based upon student construction projects going on at school become part of the "survival math skills" students get from my general math classes.

Richard Mignerey, Math
Dunedin Sr. High School
Pinellas County

As a teaching technique, I like to cast my students in various job roles or pose problems requiring math solutions which they are likely to encounter in adulthood. In an attempt to meet metric conversion head-on, I present conversion problems dealing with wrenches, receipe quantities, and dosage indicated on prescription drugs. Career roles of individuals described in each problem are discussed with the students.

Paul McLaughlin, Math
Dunedin Sr. High School
Pinellas County

Each semester, a series of "Bank Seminars" are held for the benefit of my consummer math students. In addition to helping the student acquire the necessary banking skills needed to function in our society, specific job functions are explored with students. Our local bank is willing to make an investment in time and manpower as a base line commitment to the educational process of our students.

Paul McLaughlin, Math
Dunedin Sr. High School
Pinellas County

SCIENCE

Given examples of problems encountered by a working microbiologist, the student will list the procedure and equipment necessary to solve he problem.

Career Education
Broward County

After listening to guest speakers and/or participating in field trips related to ecology, students will plan a "New City" that would satisfy the following conditions:

a. Population: 50,000
b. Location: Coastal, Southeast Florida
   (Adapt for local area)
c. Area Size: 25 square miles
d. Water and/or sewage treatment plant facilities
e. Functional landscaping
f. Density control - buffer zones
g. Shopping, religion, social, athletic, and cultural facilities
h. Municipal transportation
i. Types of jobs available

While studying a unit on animal behavior, a small group of my students visited a local beekeeper. He took them through the entire process of honey-making, allowing them to take slides of every phase. After gathering additional information on the occupation from the career center in our school library, the students prepared a slide presentation for the entire class. A taste of honey, along with bread (from a study on yeast in the next chapter) proved to be a perfect way to "dish out" career information.

Glynette Brown, Biology
Maynard Evans High School
Orange County

In order to learn what a field ecologist does to earn his/her money, instead of just reading about it from occupational kits, my ecology class did an actual outdoor terrestrial study of a wooded area. They performed various kinds of tests, readings and measurements.

Jackie Zollo, Ecology
Maynard Evans High School
Orange County

The Psychology Department of our local university brought out their trained rats when my classes were studying animal behavior. The students were shown how animals are trained, the psychology behind training, and the rats went through a complicated maze. A local TV station filmed the demonstration for their evening news. A-MAZING response by the students!

Glynette Brown, Biology
Maynard Evans High School
Orange County

In my biology classes, career exploration activities not only serve to add relevance to the units of study, but make the material more interesting. When we study the composition of blood, students work in the role of a microbiologist. After a synoptic introduction to this occupational area, students complete exercises based upon simulated views through a microscope. The students sample, count cells, average them, and determine blood counts. In addition, they measure a number of bloodstream constituents, employing a simulated micron scale. This approach stresses following printed instructions, making accurate measurements, and performing simple math calculations.

Ralph James, Science
Dunedin Sr. High School
Pinellas County

In an effort to help students understand the answer to that age old question, what good is biology or chemistry, I use a pragmatic approach to as many areas of my science courses as possible. My basic science classes learn the chemical composition of fertilizers and insecticides, their proper use and dangers, and their effect upon particular plants common to our local climate. As future homeowners they benefit from mini lectures and field trips coordinated with our county agricultural agent. A local nurseryman arranges to have several of his supply representatives talk informally with my students. They soon learn that a basic understanding in biology and chemistry are pre-requisites to many interesting jobs.

Ralph James, Science
Dunedin Sr. High School
Pinellas County

Our Marine Science students helped the Harbor Master test new equipment following a presentation he made to my class. Not only did they learn firsthand about some unusual employment opportunities, but were able to perform a valuable public service in monitoring the required tests.

Al Clement, Science
Dunedin Sr. High School
Pinellas County

SOCIAL STUDIES

The student will prepare a poster-size want ad for a minimum of three careers in trade and finance that became popular during 1860-90. The ads should be factually based upon research that relates to the period, and the careers chosen should be presently common. Each ad should be accompanied by a paragraph explaining the changes which have occurred since 1890.

Career Education
Broward County

The student will identify three actions which Theodore Roosevelt took to improve conservation of the nation's resources and will name five careers in natural resources that resulted from Roosevelt's encouragement of conservation.

Career Education
Broward County

As part of our study on the court system, we invited a panel from the court house consisting of a judge, lawyer, state attorney, court reporter and bailiff to present a program in the library. It was a good way for a large number of students to become familiar with the varied phases of the judicial system as well as learn of the career possibilities in each field.

Pam Merideth, American History
Maynard Evans Sr. High School
Orange County

The highlight of our unit on career education was the day students spent practicing job interviewing techniques in front of a videotape recorder. After several weeks of studying employability skills, students performed as interviewers and applicants in front of the camera. After recording, tapes were played back for classroom critique.

Nancy Highsmith, Social Studies
Maynard Evans Sr. High School
Orange County

The student will identify at least three manufacturing careers that grew out of industrialization and will explain orally why careers in product services resulted from the industrial revolution.

Career Education
Broward County

Our law awareness classes divided into groups, and each group worked out and presented a trial, complete with judge, lawyers, and witnesses. As we researched and planned together, it certainly increased our awareness of various law careers.

Les Lindgren, Department Chairman
Maynard Evans Sr. High School
Orange County

The student will listen to two open-ended stories illustrating peer-group pressure and, for each story, will complete the statement: "If I were (main character), I would _____________________________." Through large group discussion, the student will share his completed statements with the rest of the class and explain the reasons for his answers.

Career Education
Broward County

You would have thought the school had gone in for grave digging on the campus. Actually students truly had "hands-on" experiences in simulating an archeological find. One group created objects depicting a culture and buried them. Others were assigned to dig and interpret findings. Experts in the field acted as advisers and speakers for this unit. In addition to the dig, students had to research the educational requirements of the various careers in archeology and anthropology. For everyone involved, including the school maintenance staff, it was a holy experience.

Beverly Salton, Social Studies
Dunedin Sr. High School
Pinellas County

My classes made slide sets, depicting various periods of American History. In addition to learning about the periods of history covered, students also learned a great deal about script-writing, slide-making, and editing. We hope to be able to show the completed work to other American History classes.

Leroy Argrett, American History
Maynard Evans Sr. High School
Orange County

Social Studies, contd

As a psychology teacher, I sponsor a health careers club that holds monthly meetings. In addition to hearing experts representing a cross-section of the medical field, students participate in a mock disaster drill at a nearby hospital. The entire drill is coordinated with police, fire, and other public service agencies. Complete in every detail including cosmetics, it's hard to tell it's not the real thing. Students not only make a significant contribution to the community, but learn firsthand about careers in the health area.

Harry Ingraham, Social Studies
Dunedin Sr. High School
Pinellas County

In an effort to provide some additional relationship between career awareness and my social studies courses, I use a "Magic Square" vocabulary exercise which is self correcting and deals with occupational specialties within the particular curriculum under study.

The magic square consists of an equal number of squares both vertically and horizontally. Each square is assigned an alphabetical designation. Vocabulary words dealing with various career education concepts are listed numerically on a sheet of paper, with each alphabetical designation indicating a definition. Students simply put the proper number in each "Magic Box". You have matched them correctly when you get the same sums when adding both the vertical and horizontal columns.

James Watters, Social Studies
Dunedin Sr. High School
Pinellas County

As part of the social studies program for juniors, Student-Day-In-Court is an ongoing effort that takes 12 students each week to the local municipal court. Exchange Club members provide transportation for students. In addition to the opportunity to observe court proceedings, the presiding judge makes a visit each month to the school for informal talks with participating students.

Phyllis Roemer, Occupational Specialist
Dunedin Sr. High School
Pinellas County

VOCATIONAL EDUCATION

Every year during national engineering week, in cooperation with our local university, we present a program on careers in engineering. Students see a film on engineering careers, local professionals speak and answer questions by the students, and the university outlines a college program on engineering. We feel it's an effective way to utilize local resources.

Mike Cloyd, Drafting
Maynard Evans High School
Orange County

A new agriculture facility is being built on our campus this year. It has given our drafting classes a perfect opportunity to follow the progress of a building from the initial plans right on through. It has given new meaning and purpose to our regular drawing activities.

Richard Slater, Drafting
Department Chairman
Maynard Evans High School
Orange County

Students teaching students is behind the effectiveness of the presentations our Distributive Education students give to 10th grade classes. Orally and through audio visual presentations, our working students tell their non-working peers what it's like in the working world and their particular job. While imparting valuable knowledge to other students, they're increasing their own communication skills.

Fred Sibert, Coordinator
Distributive Education
Maynard Evans High School
Orange County

We've discovered a local department store to be the perfect place to get career information! We're using the actual training materials from their training library to cover a number of occupations we're studying for this class.

Fred Sibert, Coordinator
Maynard Evans High School
Orange County

As a part of our study of office procedures in vocational office education, we spent a day's class time observing the secretaries and aides in our school office. We analyzed the physical makeup of the office and watched these people at work. Later we prepared an efficiency report based on what we had observed.

Velma Schwenke
Vocational Office Experience
Maynard Evans High School
Orange County

Desiring to see a court at work, the business law classes spent a day in Federal Court. The judge was so impressed by our interest in being there that he gave us a special introduction and commended us for our attendance. The only disappointment we experienced was that we were not able to return and follow the trial to its conclusion.

Grey Bailey, Business
Maynard Evans High School
Orange County

While studying a unit on advertising, we visited local advertising agencies, television stations and radio stations, to see how commercials are written and produced. My students then returned to class, wrote commercials of their own, videotaped them, and presented them to their classmates. Everyone agreed it was a valuable learning experience.

Sid Tally, Chairman
Business Education
Maynard Evans High School
Orange County

As a final experience, senior Vocational Office Experience students are involved in a one week, comprehensive non-paid work situation in various sites near our school. Between 100 and 120 students go through this experience, performing office duties in a cross section of businesses. For the first time they actually put into practice the skills acquired during the high school experience. Sponsoring businesses critique their performance, with many students finding a job in this manner.

Sharon Holland, Business
Elizabeth Agnew, Business
Dunedin Sr. High School
Pinellas County

In cooperation with leading business equipment suppliers, a week long "Equipment Seminar" is held at our school site. Representatives demonstrate to Vocational Office Experience students the newest and most up-to-date materials and equipment for the office. Students actually use the equipment during this time to complete tasks for teachers and school administrators.

Sharon Holland, Business
Elizabeth Agnew, Business
Dunedin Sr. High School
Pinellas County

Job shadowing experiences are an integral part of our Vocational Office Experience program. Students do short term job shadowing in a number of cooperating businesses near the school. As a result of their experiences, students participate in a simulated office experience in our classrooms. The school's Occupational Specialist interviews students for the various positions available. Actual work is assigned by the student office manager. Work requests are received from various school administrators and teachers.

Sharon Holland, Business
Elizabeth Agnew, Business
Dunedin Sr. High School
Pinellas County

APPENDIX R

MINI-CONFERENCE PROGRAM

FLORIDA CAREER EDUCATION DEMONSTRATION CONSORTIUM
SECOND ANNUAL MINI-CONFERENCE

February 10-11, 1977

The High Q Quality Inn
Orlando, Florida

AGENDA

Thursday, February 10, 1977

8:00 - 9:00 a.m. — Lobby - Registration/Refreshments

9:00 - 11:00 — Citrus East and Citrus Center

INTRODUCTIONS
Mr. William Ripley, Program Coordinator
Office of Career Education
Orange County Schools

WELCOME - Opening Remarks
Mr. Lester McKinney
Asst. Superintendent for Secondary Education
Orange County Schools

"Career Education - A Senior High Approach"
(A slide/tape presentation)
Bill Ripley

OVERVIEW OF CONFERENCE
Dr. James Smith, Director, The Upper House
The University School of Nova University
Ft. Lauderdale, Florida

"EXPECTATIONS" - How high schools can meet the needs of the various facets of the community and working world.

A panel - Presentation and Reactions
Moderator: Dr. James Smith

Panel Members:

1. Representing Business - Presenter:
   Mr. Robert Billingslea*
   Manager of Equal Opportunity Program -
   Employee Relations Division -
   Walt Disney World

   Reactors:

   Mr. Harmon Eason, President, Eason Insurance Agency, Dunedin

   Mrs. Jeanette Good, School Representative
   Southern Bell Telephone Co., Ft. Lauderdale

2. Representing District-Level School Administration. Presenter: Mrs. Claire Sullivan*
   Asst. Supt. for Secondary Curriculum
   Pinellas County

Reactors:

Mr. Harry Haskins, Director, Secondary Program Development, Orange County Schools

Dr. William T. McFatter, Administrative Assistant for Planning. Legislation and Management Information Systems, Broward County Schools.

3. Representing Colleges/Universities
Presenter:
Dr. Abraham S. Fischler*
President, Nova University, Ft. Lauderdale

Reactors:

Mr. Ted Rajchel, Director, Cooperative Education, Florida Technological University

Mrs. Sharon Covert, Assistant Director
Career-Service Program
Eckerd College, St. Petersburg

4. Representing the Community
Presenter:
Mrs. Dollye G. Woodside*
Board Member of School Board of Broward County, Florida

Reactors:

Mrs. Wray Register, President, State Parent - Teachers Association (PTA)

Mrs. Sue Serio, Member of Parent Advisory Council, Evans Sr. High School, Orlando

11:00 - 11:30 BREAK

11:30 - 12:15p.m. Reactions by Conference Participants to Panel's Comments, Small Groups

Group A: Citrus East
Chairperson: Dr. James Smith

Panel Members: Mr. Robert Billingslea
Mrs. Sue Serio

Group B: Citrus Center
Chairperson: Mrs. Anne McMichael

Panel Members: Mrs. Wray Register
Mrs. Jeanette Good

Group C: Citrus West
Chairperson: Mrs. Myrtle E. Hunt

Panel Members: Mr. Harmon Eason
Mr. Harry Haskins

Group D: Room 209
Chairperson: Mr. Robert Megow

Panel Members: Mrs. Claire Sullivan
Mrs. Sharon Covert

Group E: Room 2106
Chairperson: Mr. Bill Rennie

Panel Members: Mr. Ted Rajchel
Mrs. Dollye Woodside

Group F: Room 211
Chairperson: Mrs. Ida Zucca

Panel Members: Dr. Abraham Fischler

12:30 - 2:00 LUNCH - Orange Tree Room

Guest Speaker: "Self-Concept" - Catalyst for Successful Career Education

Mrs. Carol Prevaux, Director, Personal Enrichment Resources, St. Petersburg Beach, Florida

2:15 - 3:30 Reactions by Conference Participants to Panel's Comments - Small Groups A, B, C, D, E, F, meet back in assigned rooms.

3:30 - 3:45 BREAK

3:45 - 4:15 Report back to Total Group - Sharing Session Citrus East - Citrus Center

5:00 - 7:30 p.m. Attitude Adjustment Meeting Dutch Treat - Citrus East

Friday, February 11, 1977

8:45 - 9:00 a.m.	INTRODUCTIONS - Citrus East Mr. Robert Megow, Director Career Education, Orange County Schools OPENING REMARKS Mr. Ralph Turlington, Commissioner of Education State of Florida
9:00 - 10:00	ORIENTATION - Mr. David Hogg, Principal Hallandale High School Hallandale, Florida Film, Cipher in the Snow Mr. Robert Holsaple, Teacher Hallandale High School Life Career Development System (LCDS)
10:00 - 10:15	BREAK
10:15 - 11:40	SMALL GROUP SHARING Basic I - Citrus Center Chairperson: Mr. James Watters English Social Studies Exceptional Student Education Basic II - Citrus West Chairperson: Miss Wana Senter Math Science Electives - Room 209 Chairperson: Miss Donna Stull Art Foreign Language Music Cooperative Vocational Education Special Services - Room 211 Chairperson: Mrs. Phyllis Roemer Guidance Counselors Media Specialists/Librarian Occupational Specialists
11:40 - 11:50	Facility Change
11:50 - 12:30p.m.	GROUP REPORTS - Citrus East Mr. David Hogg Teacher Sharing CONFERENCE SUMMATION: Dr. James Smith

*Presentations - 8-10 minutes.

APPENDIX S

NATIONAL SURVEY FORMAT AND RESULTS

I'm involved in Career Education as a:

☐ Career Education project level administrator
☐ District-level administrator
☐ Department of Education administrator
☐ School-level administrator
☐ Counselor
☐ Teacher/Career Education practioner
☐ University instructor/professor/administrator
☐ Community/Junior College instructor/professor/administrator

In priority order, with one being the highest and ten the lowest, the following I feel are areas where the greatest need exists for technical assistance:

☐ Needs assessment
☐ Staff development
☐ Fiscal management
☐ Program planning
☐ Program implementation
☐ Program evaluation
☐ Other ________________

☐ Support mechanisms business/community/ parents, university/junior college, legislative, financing
☐ Proposal development
☐ Dissemination/packaging
☐ Career Education for special populations gifted and talented, handicapped, women, minorities

If such assistance and resources were made available, my project/district/ institution would be willing/able to reimburse the cost of:

☐ Consultant's daily rate
☐ Travel and per diem
☐ Travel only
☐ Some of the cost
  ○ 25% ○ 50% ○ 75%
☐ None of the cost

Name · ______________________________
Address: ______________________________
____
Phone: ______________________________
____

/ 51 / Career Education project level administration
/ 33 / District-level administration
/ 36 / Department of Education administration
/ 8 / School-level administration
/ 9 / Counselor
/ 6 / Teacher/Career Education prationer
/ 15 / University instructor/professor/administrator
/ 3 / Community/Junior College instructor/professor/administrator

NEEDS ASSESSMENT

Priorities:	1	2	3	4	5	6	7	8	9	10
Number of people:	29	17	16	11	13	5	10	6	5	12

STAFF DEVELOPMENT

Priorities:	1	2	3	4	5	6	7	8	9	10
Number of People:	44	22	12	17	11	8	3	3	4	2

FISCAL MANAGEMENT

Priorities:	1	2	3	4	5	6	7	8	9	10
Number of People:	3	2	5	5	11	8	13	22	25	19

PROGRAM PLANNING

Priorities:	1	2	3	4	5	6	7	8	9	10
Number of People:	20	23	34	16	10	6	4	2	8	

PROGRAM IMPLEMENTATION

Priorities:	1	2	3	4	5	6	7	8	9	10
Number of People:	12	20	20	24	10	12	9	7	3	5

PROGRAM EVALUATION

Priorities:	1	2	3	4	5	6	7	8	9	10
Number of People:	15	9	11	13	25	20	11	9	8	5

SUPPORT MECHANISMS BUSINESS/COMMUNITY/PARENTS, UNIVERSITY/JUNIOR COLLEGE, LEGISLATIVE, FINANCING

Priorities:	1	2	3	4	5	6	7	8	9	10
Number of People:	14	15	12	9	17	12	12	8	10	4

PROPOSAL DEVELOPMENT

Priorities:	1	2	3	4	5	6	7	8	9	10
Number of people:	7	7	3	6	11	9	21	15	13	21

DISSEMINATION/PACKAGING

Priorities:	1	2	3	4	5	6	7	8	9	10
Number of People:	5	6	5	5	6	11	12	23	20	20

CAREER EDUCATION FOR SPECIAL POPULATIONS GIFTED AND TALENTED HANDICAPPED, WOMEN, MINORITIES

Priorities:	1	2	3	4	5	6	7	8	9	10
Number of People:	10	7	9	12	6	22	15	14	13	14

/ 21 / Consultant's daily rate
/ 24 / Travel and per diem
/ 5 / Travel Only
/ 18 / Some of the cost / /25% / /50% / /75%
/ 51 / None of the cost